

PENN GSE

100 YEARS

Fall 2014

A REPORT CARD FOR HIGHER EDUCATION

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on System Reform for a New Century

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Celebrating
Our Centennial

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PENN GSE

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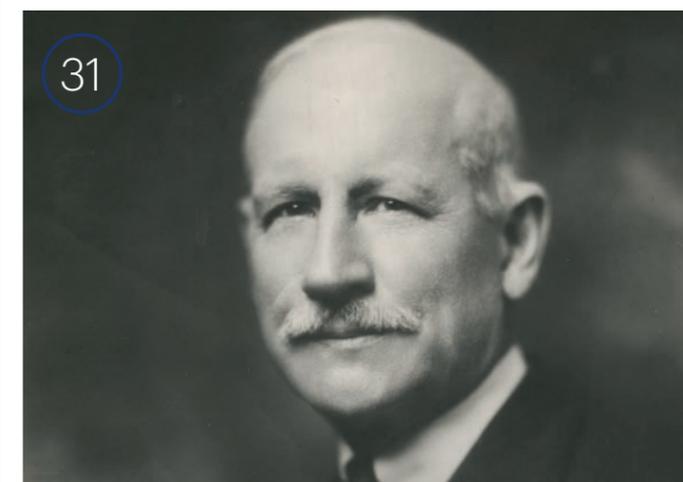
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Letter from the Dean



Dear Alumni and Friends,

It is an inspiring time for Penn GSE. One hundred years ago, the first of the nine individuals who would serve as dean prior to me, Frank Pierrepont Graves, was leading Penn's education school through its first academic year.

I imagine that as Dean Graves contemplated the ninety-seven students, three faculty, and nine courses then known as the School of Education, he saw both opportunities and challenges.

Among the opportunities was an increased need for teacher education in the United States. High school enrollment in the country was on the rise. In addition, the federal government had passed the Smith-Lever Act of 1914 and would later pass the Smith-Hughes Act of 1917 to promote education in agriculture and other vocations, providing the impetus for the Program in Vocational Teacher Training that the School of Education would launch in 1918.

The greatest challenge facing virtually anyone at the time was the outbreak of World War I. Graduates of the School of Education would be responsible for preparing young people to live in a world devastated by conflict on a scale never before seen, with unknown social and political consequences.

From 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.

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



FACULTY BOOKSHELF



Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations, 2nd Edition

Edited by Stephen John Quaye and **Shaun R. Harper**
Published August 2014 by Routledge: Taylor & Francis Group
This book explores how diverse populations of students experience college differently and encounter group-specific barriers to success, and offers practical strategies for engaging students.

Connected Code: Why Children Need to Learn Programming

Yasmin B. Kafai and Quinn Burke, foreword by Mitchel Resnick
Published July 2014 by The MIT Press
Kafai and Burke examine how students participate in digital media cultures through coding to create games, stories, animations, toys, tools, and textiles.

The Attainment Agenda: State Policy Leadership in Higher Education

Laura W. Perna and **Joni E. Finney**
Published March 2014 by Johns Hopkins University Press
Perna and Finney offer a framework for understanding how state public policy can effectively promote educational attainment. (Turn to page 6 to read more about this research in our cover story.)

Connected Play:

Tweens in a Virtual World
Yasmin B. Kafai and Deborah A. Fields
Published October 2013 by The MIT Press
Kafai and Fields investigate how children learn to play in virtual worlds and how this activity impacts children's lives offline. The authors offer recommendations for the design of educational opportunities in digital domains.

Textile Messages: Dispatches From the World of E-Textiles and Education

Edited by Leah Buechley, Kylie Peppler, Michael Eisenberg, **Yasmin Kafai**
Published September 2013 by Peter Lang International Academic Publishers
This book explores the educational impact of electronic textiles, or e-textiles—articles of clothing, home furnishings, or architectures that include computational and electronic elements.

Riterashi-wo sodateru eigo kyoiku-no sozo [Creating English Education for Literacy Development]

Y. Ushiro, M. Allen-Tamai, and **Yuko Goto Butler**
Published September 2013 in Japanese by Gakubunsha
This book focuses on how best to develop Japanese students' English literacy in an increasingly global world, addressing the needs of learners young and old. It is intended primarily for graduate students and education researchers in Japan.

Engaging Diverse College Alumni: The Essential Guide to Fundraising

Marybeth Gasman and Nelson Bowman III
Published February 2013 by Routledge: Taylor & Francis Group
Gasman and Bowman received a 2014 H.S. Warwick Research Award from the Council for the Advancement and Support of Education in recognition of this book's outstanding scholarship for educational advancement.

Names in bold are members of the Penn GSE faculty.

Faculty Awards & Honors



Shaun R. Harper (1) received the 2014 American Educational Research Association (AERA) Relating Research to Practice Award and the 2014 Contribution to Knowledge Award from the American College Personnel Association. **Laura W. Perna (page 4, 2)** was selected as a 2014 AERA Fellow by the American Educational Research Association. **Ebony Elizabeth Thomas (2)** was awarded a 2014 National Academy of Education/Spencer Foundation Postdoctoral Fellowship.



Abby Reisman (1) joined the Teaching, Learning, and Leadership Division as assistant professor. Dr. Reisman received her doctorate from Stanford University. Her research seeks to improve teaching through practical tools, including the “Reading Like a Historian” curriculum, of which she was a founder.

Penn President Amy Gutmann named Professor **Laura W. Perna (2)** the inaugural James S. Riepe Professor. Dr. Perna joined GSE in 2005. The central focus of her scholarship is educational attainment—both the forces that limit it, and



the ways to promote it, particularly among students from traditionally underrepresented groups. Perna testified before a U.S. Senate hearing about higher education disparities on July 24, 2014.

GSE promoted **Matthew Hartley (3)** to professor in the Higher Education Division. Dr. Hartley joined GSE in 2001. His research and writing examines the ways in which colleges and universities conceptualize and strive to realize their educational missions. His current work explores higher education reforms in Kazakhstan.



CONGRATULATIONS to the Recipients of...

THE 2014 PENN GSE ANNUAL AWARDS

Excellence in Teaching Award
Dr. Linda Leibowitz, associate director, Executive Program in School and Mental Health Counseling

William E. Arnold Award for Outstanding Contributions by a Doctoral Student
Kathy Rho, doctoral student

William E. Arnold Award for Outstanding Contributions by a Master's Student
Erin O'Brien, GED'13, GED'14

Outstanding Service to Students Award
LaToya Floyd, associate director, Admissions

Dell H. Hymes-Nessa Wolfson Award for Excellence in Educational Linguistics
Ming-Hsuan Wu, GR'13

Educational Linguistics Faculty Award for Leadership in Educational Linguistics
Hoa Thi Hong Nguyen, doctoral student

Educational Linguistics International Award
Kathleen Lee, GR'14

Teresa Pica Award for Excellence in TESOL
Katherine Tomaskovic, GED'14

TESOL Spirit Award
Qianqian Zhang, GED'14

Annual Award for Excellence in Intercultural Communication
Sarah Peyton, GED'14

Ralph C. Preston Award
Katherine Emily Bartow Jacobs, GED'08, GR'14

Morton Botel Award
Keo Chea-Young, GRD'14

UNIVERSITY OF PENNSYLVANIA AWARDS FOR GRADUATING STUDENTS

Luyao Wang, GED'14, was one of four graduate students across the University awarded the 2014 President's and Provost's Citation for Exceptional Commitment to Graduate Student Life.



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star ©iStock.com/DiFydrave

News headshots courtesy of Candace diCarlo, Allison Dougherty, and Stuart Goldenberg

Penn Names Dr. Pam Grossman DEAN OF PENN GSE



Photo by Cindy Pearson

“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.” ■



↓ Practice Professor Joni E. Finney teaches Penn GSE courses about public policies and higher education, as well as the public finance of higher education.

Photo by JPG Photography

Can American higher education make the grade?



PROFESSOR **JONI FINNEY** TESTS PUBLIC POLICY FOR THE 21ST CENTURY

by Juliana Rosati

map @Stock.com/korhankaracan

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 make 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, shoulder 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."

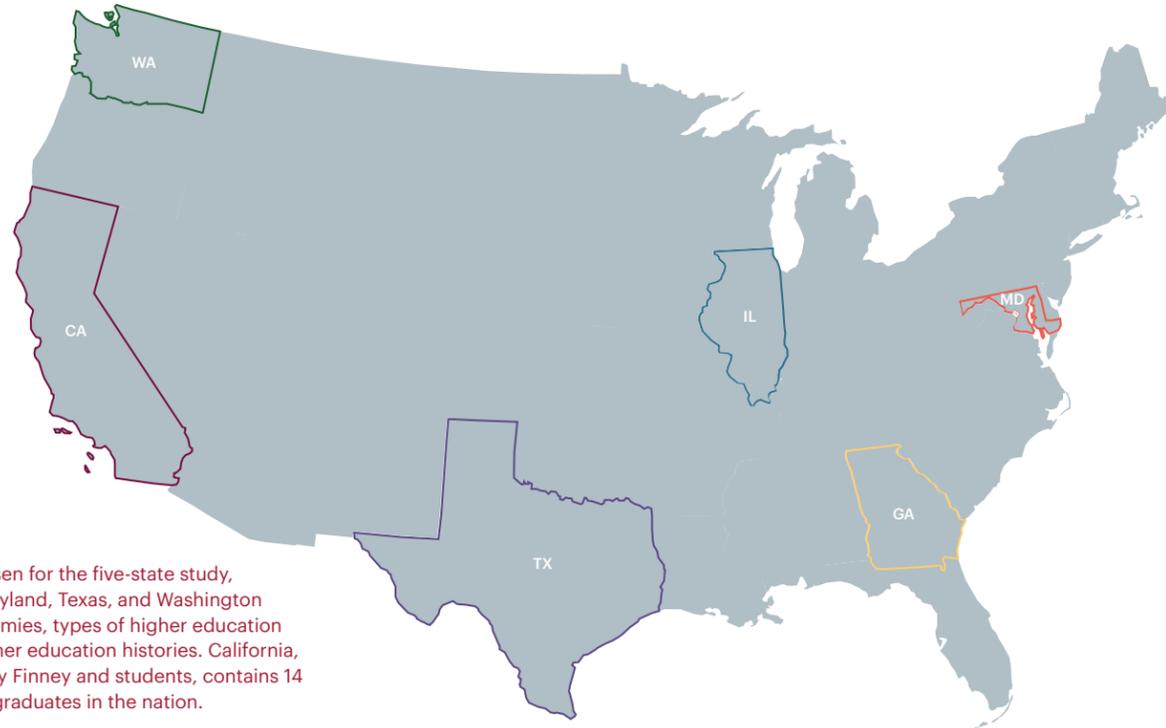
Digging Deeper: GSE Collaboration Probes Five States

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.



↑ Finney joined forces with Penn GSE colleague Professor Laura W. Perna (above) to investigate the history of higher education in five states. Photo by Allison Dougherty



↑ Strategically chosen for the five-state study, Georgia, Illinois, Maryland, Texas, and Washington have different economies, types of higher education institutions, and higher education histories. California, studied separately by Finney and students, contains 14 percent of all undergraduates in the nation.

According to Perna, state accountability in higher education is all the more urgent due to proven shortages 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 deeply 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 picture of each state’s higher education policies and performance since the 1990s. Strategically chosen for their relevance to larger issues, the states all boast 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 from 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-, but earned a D for participation. And they wanted to know why Illinois earned straight A’s in preparation, participation, and affordability in 2000 but saw steep declines by 2008.

In collaboration with the National Center for Public Policy and Higher Education, Finney and Perna, along with a research team of graduate students and policy analysts, visited each state to interview governmental, institutional, and business leaders.

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 the 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, paving the way for the development of the more informed citizenry that Finney believes is necessary for higher education reform.

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 institution 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 in remedial courses or finding that their credits do not transfer. Institutions’ offerings, from workforce 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.

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.

Michael Armijo, 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.



CELEBRATING 100 YEARS OF LEADERSHIP



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.

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.

Archival images courtesy of University of Pennsylvania Archives.

1897

Penn conferred its first Ph.D.s in Pedagogy. Pictured: Penn's first professor of Pedagogy, Dr. Martin Grove Brumbaugh, appointed in 1894 in the Department of Philosophy.



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, the University of Pennsylvania
Christopher H. Browne Distinguished Professor of
Political Science and Professor, Annenberg School for
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*

"THE FACULTY AND STUDENTS AT GSE ARE AN INSPIRATION FOR THE UNIVERSITY AND A TREASURE FOR OUR NATION."

2014

During their retreat this summer, members of the Penn GSE Education Alumni Association (EAA) Board posed for a replication of the historic photo on page 10. Foreground, from left to right: Christine Galib, GED'13, Brandi Durkac, GED'11, Stephanie Raible, GED'07, Susan Scerbo, GED'14, and James Kingham, GED'09. Background, left to right: Lauren Davis, GED'10, Sandra Burghraef-Fehde, GED'91, Robin Pick Marks, GED'07, GED'08, and Lionel Anderson, C'04, GED'07.



Photo by JPC Photography

INNOVATIVE IDEAS



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 Boe, 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 fostering 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*

1914

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.



To me, GSE is a 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 engenders 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



One day in an education class, the professor asked a question that has remained with me for fifty-one years. "If you were given a recipe for the most wonderful cake in the world and you baked it ten times but it flopped every time, what would you think? That is what we ask our students to do when we teach without understanding their needs, and we make them think the fault lies within them." The analogy made me realize it is the role of the teacher to find a way to share information in a manner that fits the learning style of the listener. Until that connection is made, the teacher has not taught.

Margaret (Peggy) Daus Schwartz, GED'63



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



The History of American Higher Education was my favorite class at Penn GSE. As a first-generation, African American student, I did not have a family history

to draw upon, nor was I aware of how universities, as we know them today, came into existence. Not only did I learn a great deal about the diversity and history of American higher education institutions, but I also learned much more about our country and myself as the class delved into serious issues of class, race, belonging, and opportunity.

Yvette Booker (Earley), GED'10

PASSIONATE PEOPLE



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 students come from a range of scholarly, cultural, and professional backgrounds, but share a refreshing idealism tempered by serious intellectual curiosity. So much of what I loved about GSE remains vibrant today, and I feel blessed to have the opportunity to give back to my professional community and, in many ways, second family.

H. Gerald Campano, GR'03
Associate Professor, Penn GSE



One afternoon during spring break, who should walk by but Sarah Labov, a.k.a. “Teacher Sarah,” my daughter’s former kindergarten teacher from

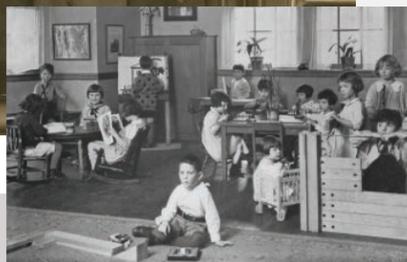
Powel Elementary School, one of the last remaining public neighborhood primary schools in Philadelphia. Introducing Sarah to a friend sent me down a long trail of connections through West Philadelphia and Powelton Village, Penn’s departments of Linguistics and Sociology, and again and again, to Penn GSE. Teacher Sarah’s father, William Labov, a linguistics professor at Penn, first implemented his literacy program at Powel. Sarah taught at Powel for decades, and her sister, Joanna, received her doctorate from GSE’s Educational Linguistics program and now teaches English at the Curtis Institute. Many other GSE graduates have spent time at Powel. As I reflected on these connections, a calm recognition came over me of the good life that comes from being intertwined with Penn GSE, education, children, teaching, and learning.

Betsy R. Rymes
Associate Professor, Penn GSE



1923

The Alumni Association of the School of Education formed. Pictured: The Class of 1920.



1931

The School launched a graduate division offering the Master of Science in Education. Pictured: The Illman Training School for Primary and Kindergarten Teachers, circa 1928.



When I learned that one of the themes of GSE’s Centennial year was “Passionate People,” I thought of two special people whose lives touched me personally and professionally. Dr. Thomas McMullin, professor and vice dean, imparted many words of wisdom. Each day I try to live by one of his adages: “Whatever the weather, carry your sunshine with you.” Dr. William B. Castetter, professor and interim dean, was an unassuming war hero, scholar, author, adviser, and cherished friend who taught me by example that careful preparation and thoughtful problem-solving are essential to success and well-being. They and others at GSE helped me advance my career as a public school administrator, college dean, and the creator of a firm designed to give people another chance in life.

Mark C. Nagy, GRD'71

OUR HISTORY

Visit www.gse.upenn.edu/centennial/history to learn more about the milestones of our first 100 years.

“A CALM RECOGNITION CAME OVER ME OF THE GOOD LIFE THAT COMES FROM BEING INTERTWINED WITH PENN GSE, EDUCATION, CHILDREN, TEACHING, AND LEARNING.”



Penn GSE gave me the confidence to question and to always collaborate, and prepared me for my career as a professor of ESL in Southern California.

Dr. Marcyliena Morgan turned my world upside down—in a good way! Professors like Dr. Morgan, Dr. Terry Pica, and Dr. Dell Hymes guided me to think broadly and openly. I loved the anthropological approach and the ethnographic approach to learning about second language acquisition.

Nancy Sander, GED'85



I’ve been fortunate to stay in touch with many members of my cohort—these are some of the smartest, most interesting, hardworking, talented people I’m lucky to have ever met, and call friends. It’s inspiring to see the great work that they continue to do after they have left Penn GSE. My involvement in the Penn GSE Education Alumni Association for the last three years has served as a great way for me to give back to the Penn GSE community.

Matthew W. Mettelle, GED'07
Alumni Giving Committee member, Penn GSE Education Alumni Association

Dr. Marybeth Gasman was, and continues to be, an invaluable mentor, confidante, and advisor. Though I graduated more than six years ago, she is a big reason that I have completed my Ph.D. and assumed my first faculty role. Her willingness to offer an honest assessment of every situation is a trait I aspire to in all

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↑ Three generations of Botels have been a part of Penn GSE. From left to right: Morton Botel, ED'46, GED'48, GR'53, his daughter, Bonnie Botel-Sheppard, GED'76, GRD'81, and her daughter, Lara Botel-Sheppard (Paparo), GED'06.

of my mentoring relationships. Her continued support, love, and encouragement for me, my family, and my academic career have been nothing less than remarkable.

Michael Steven Williams, GED'08



↑ “My amazing mentor Dr. Marybeth Gasman and me at the 2014 Annual Meeting of the American Educational Research Association (AERA).”



Penn GSE serves more than its obvious purpose as an educational institution; it represents a dedicated and caring community. As the International Student Affairs Coordinator, I have been able to witness the “behind the scenes” processes and interactions that allow GSE to operate. The kind and helpful spirits that fill the hallways, offices, and classrooms are indicative of the amount of care that is placed on students. This community of administrators, educators, and students has become a part of my family—a family away from home.

Maxtla Benavides, GED'14

Leading in Literacy: Morton Botel and the Penn Literacy Network

Reading, writing, and communication are at the core of any student’s ability to learn. In its thirty-three years providing literacy-centered professional development for teachers, Penn GSE’s Penn Literacy Network (PLN) has impacted over 33,000 educators regionally, nationally, and internationally. It all began in 1966 when Penn GSE asked Morton Botel, ED'46, GED'48, GR'53, to overhaul its program in remedial reading.

Botel, now a professor emeritus, recalls the atmosphere of innovation and collegiality that supported his efforts at GSE. “I received consistent encouragement from GSE’s leadership to do this work,” he says. “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 grade levels make literacy 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.

Adelyn Heidi Gross, GRD'80, recalls the spirit and impact of Botel’s work as a professor and scholar. “There are so many superlative qualities about him—his scholarship, his kindness toward students, his ever-positive perspective on teaching and learning, and his great faith in the ability of his students to do well. He was far more than a professor; he was a giant in his field with a passion for learning, for writing, and for watching people grow into competent readers, 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, literate learner,” she says. “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 Partnerships. 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. We are fortunate to be part of a university that values our areas of strength, and we are proud of our contributions.

Stanton E.F. Wortham

Judy & Howard Berkowitz Professor and Associate Dean for Academic Affairs, Penn GSE



As you walk toward Penn GSE, around you Philadelphia is teeming with beauty, promise, and challenge. Entering the building, you remain connected to

all that the city has to offer, and all that it asks. GSE stands out as an academic space that is far from being an ivory tower. As faculty and students pursue their research, the questions that drive us relate to those we see outside our windows, and to those that come knocking on our doors: How

can schools best respond to the growing plurality in society? Are there more effective ways of teaching and learning that can be developed or better implemented? How can public institutions protect and advance key democratic ideals? The willingness of so many bright and caring members of this community to continuously challenge themselves in search of answers is for me the most wonderful aspect of Penn GSE.

Sigal Ben-Porath

Associate Professor, Penn GSE



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.

Moira Fraser Juliebo Walker, GED'68



Penn GSE is the soil from which my educational servant leadership has flowered. My seedlings were sowed under the tutelage of the amazing folks

in the Philadelphia Writing Project. My roots swirled through the earth as stems, branches, leaves, and buds unfurled under the phenomenally gentle toiling of Dr. Judy Brody and Dr. James "Torch" Lytle. My attention to the watering, feeding, and nur-



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.

turing capacity of the context of schooling as a nesting place, a sojourn for every member of the school's family and community, was fostered by the kind mentoring hands of Dr. Puckett. Whenever I think of the best bang for every cent of every educational dollar, I reflect on my Educational Finance lessons and CPRE.

Suad L. Islam, Principal Certification, '00

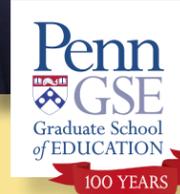


Penn GSE means opportunity. Without Penn GSE, I would not have been afforded the same opportunities and I would not be where I am, or even who I am,

today. I have had the chance to be a part of many great things around the world, across the nation, and within my communities; and for that I am grateful.

Sophia Li Ferry, W'02, GED'03

Vice President, Penn GSE Education Alumni Association



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 Dixon, Penn GSE Development | 215.746.0216 | dalison@gse.upenn.edu

Support the passionate people of Penn GSE by donating a Centennial Scholarship for master's students. Scholarships ensure that the most promising future educators and innovators can study at Penn GSE and prepare to make a difference, regardless of their current financial circumstances.

Innovative Ideas. Passionate People. Making a Difference.



Study abroad in South Africa with the Penn GSE Executive Doctorate in Higher Education Management program gave me the opportunity to witness firsthand the power of perseverance, determination, and grit to obtain the precious, life-changing gift of education in the aftermath of apartheid. After GSE, I became president and CEO of the Council on International Educational Exchange. Its founding mission in 1947 was to help foster peace by bringing the world together with a special call to action regarding access. Drawing on this mission and inspiration from my time at Penn, we strive to help the thousands of students who dream of international study but lack the resources and opportunities to participate.

James P. Pellow, GRD'06

1944

The School began to offer the Doctor of Education degree.

CELEBRATE WITH US!

Visit www.gse.upenn.edu/centennial throughout the 2014-2015 year to share your story, find upcoming events, and stay involved with Penn GSE.

After graduating from a university in Beijing, China, I went to study at GSE. Over two years, I learned how to do research, collect data, analyze raw materials, write an academic paper, and do class presentations. I developed my public speaking skills and ability to conduct group projects. Now I am teaching TOEFL to junior high school Chinese students who will soon apply to American high schools. I always tell them about the core value of American education and help them prepare with the skills they need to survive in a high school.



↑ "This is a cake I made to celebrate Penn GSE's 100th birthday. Happy birthday!"

Wei Zhang, GED'09



It's such a unique experience to be a part of this diverse community and to be empowered as a scholar. After GSE, I became a professional feminist! I started working at George Mason University with a hybrid academic/student affairs program. After a few years, I moved on to the American Association of University Women (AAUW). I now manage a national college partner program and coordinate three national student leadership programs.

Christine Hernandez, GED'10

Awards Committee member, Penn GSE Education Alumni Association



My favorite class at GSE was a practicum in which I worked with a student with low-incidence disabilities. After graduating from the Penn GSE/Teach

for America Program, I went on to teach a summer program at the Leysin American School in Switzerland before heading off on a Fulbright scholarship. Additionally, I continued to help foster youth as CEO of the nonprofit Foster Skills, Inc.

James Eggers, GED'14 ■

POWERFUL PARTNERSHIPS

GSE LEADS PENN'S LOCAL IMPACT IN WEST PHILADELPHIA SCHOOLS

by Juliana Delany

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 GSE and Penn 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



↑ Together, Penn GSE's Dr. Caroline Watts (left) and Lea School principal Dr. Sonya Harrison, GRD'12 (right), made the first year of the enhanced partnership between Penn and Lea a success. The school district recently promoted Harrison to an assistant superintendent position and appointed Jennifer Duffy, a student in GSE's Mid-Career Doctorate in Educational Leadership program, as principal of Lea for 2014-2015.

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



"Having a long-standing partnership with Penn, and being able to build on that partnership this year, has been a blessing."

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 Sydnor, CW'74, GED'77,

GED'95, 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 insecure 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-8 curriculum materials, complete with math and English textbooks; academic intervention programs; a new children’s literacy initiative for K-3; 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 helped Lea’s full-time counselor begin 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 two interns three days a week.

The Netter Center for Community Partnerships 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 all worked so hard this year to make the transition a smooth one, and I think we did a really good job,” says Principal Harrison, an alumna of GSE’s Mid-Career Doctorate in Educational Leadership program. “Having a long-standing partnership with Penn, and being able to build on that partnership this year, has been a blessing.”

Building Community

Thanks to the partnership, the Lea School was able not only to open its doors and to offer a strong academic experience, but also to provide some of the extras that make a school so much more than a building. Last November, Bon Appétit, in partnership with Penn’s Division of Business Services, catered and served a sit-down Thanksgiving dinner for seven hundred at the school. Penn also helped support a staff retreat and an end-of-year celebration. At graduation, students wore gowns and received certificates of completion purchased by the University. “All of these extras go a long way toward building community,” says Watts.

The opportunity for students and faculty from GSE and 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 civically engaged university.” ■

→ A Lea School student at the Environmental Festival learns about creating electrical currents to power fans and lights. At the event, students also planted seeds, examined specimens through microscopes, used an iPad app to identify tree leaves, watched objects freeze in liquid nitrogen, and more.



Penn GSE Helps Lea School Host Environmental Festival

The classroom bustled with excitement as kindergarten students holding 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 kindergarteners pointed to their drawings and discoveries on the posters, among them “Hermit crabs wash up like people,” and “Living things can grow.”

The lesson exemplified the philosophy of the Environmental Festival held in May at the Lea School in collaboration with Penn GSE. In the words of Penn GSE’s NancyLee Bergey, Associate Director, Teacher Education, “Everybody has something to teach, and everybody has something to learn.”

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 kindergarteners 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, then 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, GED’10, 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 investigate independently,” says Landfair. “It was a fulfilling educational experience for everyone involved, as it is every year.”



↑ An Environmental Festival was held at the Lea School in May in collaboration with GSE. From left to right: Penn undergraduate Jabril Muhammad; Penn GSE’s NancyLee Bergey, organizer of the festival; and Penn master’s student Amanda Stevens.

INNOVATING the FUTURE

GSE Breaks New Ground at the Intersection of Education, Entrepreneurship, and Technology

by Margie Monin Dombrowski



Image © iStock.com/Sergey Nivens

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 a winning combination. 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.

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 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 grow, and continue identifying the best new, up-and-coming education entrepreneurs who are going to make a difference in teaching and learning."

Each spring since 2010, education entrepreneurs, researchers, practitioners, and investors have convened at Penn to see EBPC finalists show a group of judges why

their respective ventures are worthy of investment. Finalists come from various backgrounds, but they all have one goal in common: improving education.

At the two-day conference and live competition concluding the 2014 EBPC, Philadelphia-based start-up Osmosis won two top prizes for a smartphone app to help medical students remember study materials. "We were able to make a tremendous number of connections—some for investment, and others for great advice 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.

Held on May 13 and 14, the event drew over 250 attendees who watched twelve early-stage education start-ups compete for eight prizes totaling \$140,000. As in last year's competition, all finalists and semifinalists were invited to join Education Design Studio, Inc. (EDSi), a \$2.1 million hybrid incubator, design studio, and seed fund company created by Penn GSE in collaboration with a group of education investors to further develop start-ups.

"Winning helps validate our concept," says Betty Hsu, WG'14, co-founder of ProfessorWord. "It's nice to get a vote of confidence, and the prize money will help us accelerate our product development." A software application that helps students learn vocabulary words in context while reading online, ProfessorWord won The Educational Services of America Prize for Innovation in the fields of Special Education and At-Risk Students, a \$20,000 prize.

New Certificate Program to Promote Best Practices in Online Teaching

More students at all levels are logging on to learn than ever. The rise of online education and the corresponding need for high-quality online teaching ultimately urged GSE to step up and meet the demand with the Virtual Online Teaching (VOLT) certificate. VOLT will equip instructors in K-12, higher education, and the adult market with the necessary tools for teaching well online.

"Online learning is here to stay and it's expanding quickly, but much of what is taking place is of very uneven quality," says Dr. Janine T. Remillard, associate professor of education in the Teaching, Learning, and Leadership Division at GSE. "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 our other teacher education programs or a set of electives within our programs," says Remillard. "We've designed the certificate to be flexible, and to signal that you have completed a set of courses that have prepared you to teach in an online context."

New Master's Program to Develop Education Entrepreneurs

The interdisciplinary M.S.Ed. in Education 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



↑ 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

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 Intergenerational 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. Ihrig, who holds a Ph.D. in strategy and entrepreneurship and has a background in management, helped Kurshan to design the Education Entrepreneurship program. "It is designed for people who want to start a new school, a new technology company in education, or a not-for-profit in education," he says. "It is also geared for people who work for an established organization and want to be entrepreneurs within that organization. The focus is on how you can drive innovation in education."

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 Ihrig. "With its focus on innovation, GSE is creating new pathways for research to make a positive impact on students and schools. What GSE is doing in this field is unique." ■

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"



Photo by JPG Photography

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 Tutor.com. Members of the Penn GSE Pacesetters share a philanthropic interest in education and a commitment to volunteer leadership at Penn.

Penn GSE Board of Overseers member Allison Weiss Brady, C'93, has enjoyed a broad and fascinating career path—fashion model, owner of a PR/marketing agency, and writer and photographer for Yahoo! Travel—and she knows that her education helped to make her success possible. Through charitable work and involvement with Penn, Brady and her husband, Chip Brady, C'94, W'94, a member of Penn Engineering's Board of Overseers, have continued their families' legacies of supporting education and Penn. Brady, who was the sole recipient of Penn's 2008 Young Alumni Award of Merit, sat down with us to talk about why she advocates for education, and the joy she has experienced while helping others attain their academic goals.

You have supported a variety of education-based causes, including the nonprofit your family established, Say Yes to Education, Inc. Why is education important to you, and what have been the highlights of your charitable work? I think that education is the foundation for everything—if you don't have a solid education, you really can't do your best in life. So any opportunity to help someone else have a wonderful education definitely captures my interest. I first started volunteering for Say Yes to Education when I was in high school, and over the years I have seen how the organization provides financial and emotional support that truly helps inner-city youth to graduate from high school and college. Among the other education-

based causes I support, my work with Big Brothers Big Sisters has been particularly important and meaningful to me. I have been mentoring my Little Sister, Jeanette, for ten years now, and she just graduated from high school in June. She'll always be my little sister.

How did your own education at Penn influence your path in life? I had an amazing time when I was a student at Penn's Annenberg School for Communication. My professional experience has run the gamut of what a job in the communications field can be, and I'm incredibly grateful to Penn for that.

You are in your second term on Penn GSE's Board of Overseers. What have been the rewards of your work with GSE? Penn GSE is one of the best education schools in the country and offers a tremendous amount of opportunity and expertise to its students. It's been extremely rewarding for me to use the marketing and public relations skills I learned at Penn to help raise GSE's profile in media outlets, and raise money for the school to support student scholarships.

How did your father, University Trustee Emeritus George A. Weiss, W'65, instill in you the value of philanthropy and the importance of helping others? My first memory of my family's involvement in service is of my father and my mother, former Penn GSE Overseer Diane N. Weiss, making their first Say Yes scholarship announcement to 112 sixth graders in West Philadelphia when I was about sixteen years old. They promised to pay for these kids' college education if they graduated from high school. The parents and the students couldn't believe that two people who had never met them before were so willing to help them. From then on I saw that part of the joy of philanthropy is helping new friends who eventually become your extended family.

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, and her husband, Chip Brady, C'94, W'94, established the Weiss Brady Family Scholarship to help Penn GSE attract, recruit, and train the most qualified and passionate students.

Photo by Kicka Witte



BUILDING A STRONG FOUNDATION

interviewed by Karen Doss Bowman



Brady (left) learned about the value of philanthropy from her father, University Trustee Emeritus George A. Weiss, W'65 (right).

Photo by Tim Otto Photography

A Legacy of Giving Back

Allison Weiss Brady's father, George A. Weiss, W'65, established Say Yes to Education, Inc. in 1987 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 two 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 Jackson Memorial Foundation and Rush Philanthropic Arts Foundation. Her sister, Deborah Lynn Weiss, C'89, serves on the board 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 grown Say Yes to reach more than 60,000 students. A generous Penn supporter, Weiss has established numerous scholarships throughout the University, as well as the chair held by the dean of Penn GSE, the George and Diane Weiss Professor of Education.

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 Wincor, 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 educated people living in Norway.

Ferne Forman Kuhn, ED'61, has a consulting practice that now focuses on executive coaching for individuals in academic medical centers. In addition, she is the chair of the Membership Volunteer Program at the Philadelphia Museum of Art. Her granddaughter, Jane Dobkin, C'16, is a student at Penn.

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 publicize, 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 NewPoint 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 lcook99@comcast.net.

Sunhye Hwang, GR'89, was elected the eighteenth president of Sookmyung 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.

Shelley B. Wepner, GED'73, GRD'80, coedited *The Administration and Supervision of Reading Programs, 5th Edition* (Teachers College Press, 2013), and contributed chapters to *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

John Bernhart, C'89, GED'90, created the website www.politicalfolkmusic.org for the historical 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 Lloyds 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'90, is executive director of the Charlotte W. Newcombe Foundation based in Princeton, NJ.



↑ During their retreat this summer, members of the Penn GSE Education Alumni Association (EAA) Board wished Penn GSE a happy 100th birthday in honor of the School's Centennial. Front row, from left to right: Dominika Strzelecka, GED'14, Dominique Aubry, GED'07, Jeffrey Berger, GR'91, Stephanie Raible, GED'07, Robin Pick Marks, GED'07, Sandra Burghgraeff-Fehte, GED'91, Noel Li, GED'14, Brit-tany Maschal, GED'06, Susan Scerbo, GED'14, Sophia Li Ferry, W'02, GED'03, and Patricia Louison Grant, GED'01, GRD'04. Back row, left to right: Brandi Durkac, GED'11, Lionel Anderson, C'04, GED'07, Matthew V. O'Malley, GED'95, Marcus Wright, GED'14, Melinda Stellaccio, GED'12, Eleanor Fogarty, GRD'08, Lauren Davis, GED'10, Jordan Tegtmeyer, GED'08, Christine Galib, GED'13, and James Kingham, GED'09. Photo by JPG Photography

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.li@alumni.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.

Michael J. Fried, GED'02, received his Ph.D. in higher and post-secondary education from New York University.

Ty Furman, GRD'08, was appointed the managing director of the newly created BU Arts Initiative at Boston University in December 2012. 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 9,500 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.ItsAWinederfulLife.com.

↓ Penn GSE's Instructional Resources Laboratory, 1966.





“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 Staman 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. Casterter Circle. Visit www.gse.upenn.edu/giftplanning or call 215.573.6623.



Marco Krcatovich 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 Greenwich, CT, 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.



↑ 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 Erdenheim 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 Wagar 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 USAID-Uganda's Student Health and Reading Program.

2010s

Evan Black, GED'13, manages the Student Relations team of the Brazil Scientific Mobility Program (Ciência Sem Fronteiras), an international education and exchange initiative administered by the Institute of International Education (IIE). Working at IIE's New York City headquarters and traveling to Brazil, she oversees student communication and affairs.

Porscheoy Brice, GED'13, moved to Pohang, 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 Ivy 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.

↓ A new building for the Graduate School of Education was completed at 3700 Walnut Street in 1965. Pictured: The building as envisioned by architects.



Zhuofei Jiang, GED'13, works as a college teacher, using what she learned at Penn GSE to motivate her students.

Nick Krismunando, GED'12, recently founded a life-coaching business to help people realize their positive reality by unearthing their natural identity. He spoke at Studio 34 in West Philadelphia in June 2014.

Catherine Lawrence, CGS'02, GED'12, has retired from Penn to join the Peace Corps. She is scheduled to volunteer in the Republic of Georgia for the next two years by teaching in K-12 schools and contributing to other projects.

Donna Sabella Monheit, GR'10, GNU'12, is a founding member and associate editor of the *Journal of Human Trafficking*, a new journal published by Taylor and Francis due out in 2015. At Drexel University, she will offer a three-course certificate in issues in human trafficking beginning in fall 2014.

Jesse Nickelson, GRD'11, is the director of youth and community initiatives at the U.S. Holocaust Memorial Museum. He is currently developing a youth leadership fellowship program to Rwanda, South Africa, and Israel.

Nancy Peter, GRD'12, director of the Out-of-School Time Resource Center at Penn's School of Social Policy & Practice, was recognized by the Afterschool Alliance as a State Afterschool Champion for her innovative work supporting afterschool programs.

Francesca M. Roley, GED'12, feels well equipped for her high-paced career at New Foundations Charter School in Philadelphia, PA, thanks to Penn GSE classes and rigorous student teaching.

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

Archival images courtesy of University of Pennsylvania Archives.

Exec Doc Centennial Graduate Assistant Challenge

To support Centennial Scholarships at Penn GSE and enjoy some friendly competition, alumni of the Executive Doctorate (Exec Doc) in Higher Education Management created a fundraising challenge to support the program's incoming graduate assistant. Each cohort, or graduating class, of the program's alumni was challenged to compete for the highest participation rate.

Congratulations to the top three cohorts by participation!

1st place



2nd place



3rd place



photo @iStock.com/SteveCash

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

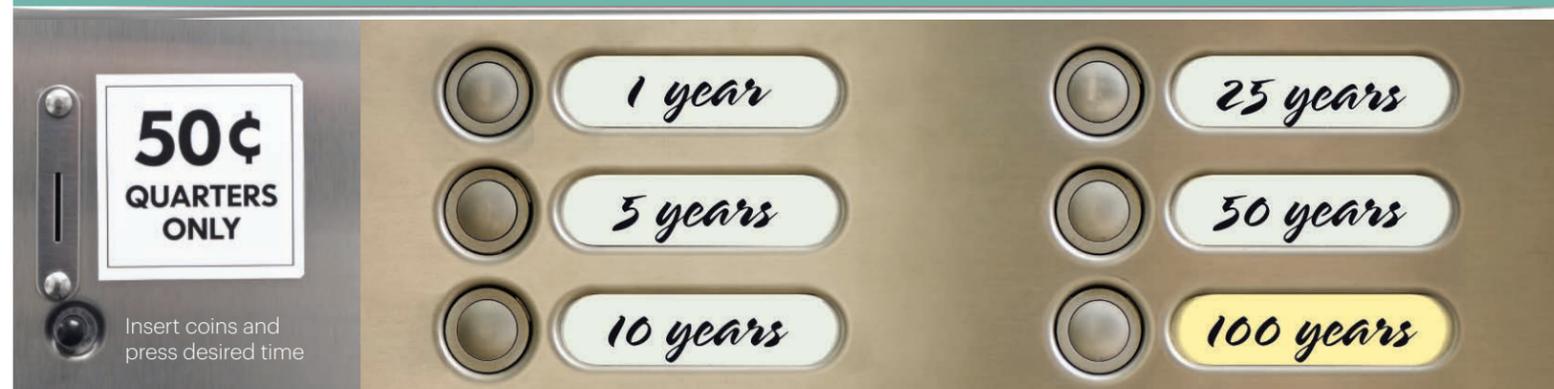
What does Penn GSE mean to you? Help celebrate our first 100 years by visiting www.gse.upenn.edu/centennial/share to share your Penn GSE story. Submissions will be considered for use in print and digital publications celebrating our Centennial.

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Time MACHINE

Convenient Time Travel!

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.



You have selected
1914

← Penn Provost Edgar Fahs Smith appoints Frank P. Graves Dean of the School of Education on September 14. With an enrollment of 97 in its first year, the School has nine professional education courses taught by three professors. The cost of attendance is \$150 tuition and a \$10 fee.

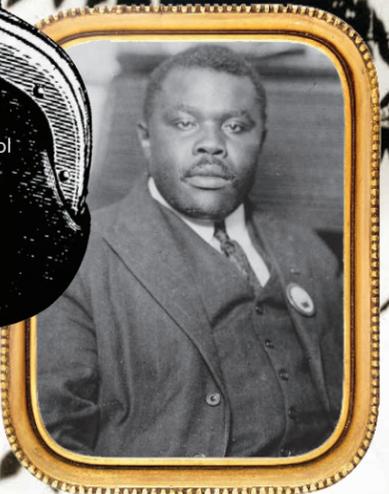
↑ Of the forty-eight United States, forty-three have compulsory school attendance laws in place.

↑ Charlie Chaplin makes his film debut in *Making a Living*.

↑ U.S. postage for a domestic letter costs 2 cents.

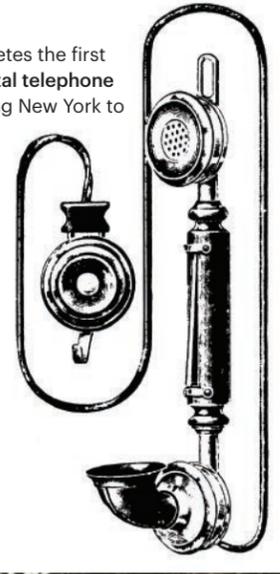
Following the assassination of Austrian archduke Francis Ferdinand and his wife, Austria-Hungary declares war on Serbia on July 28, beginning World War I.

A typical salary for a public school teacher is **\$564** per year.

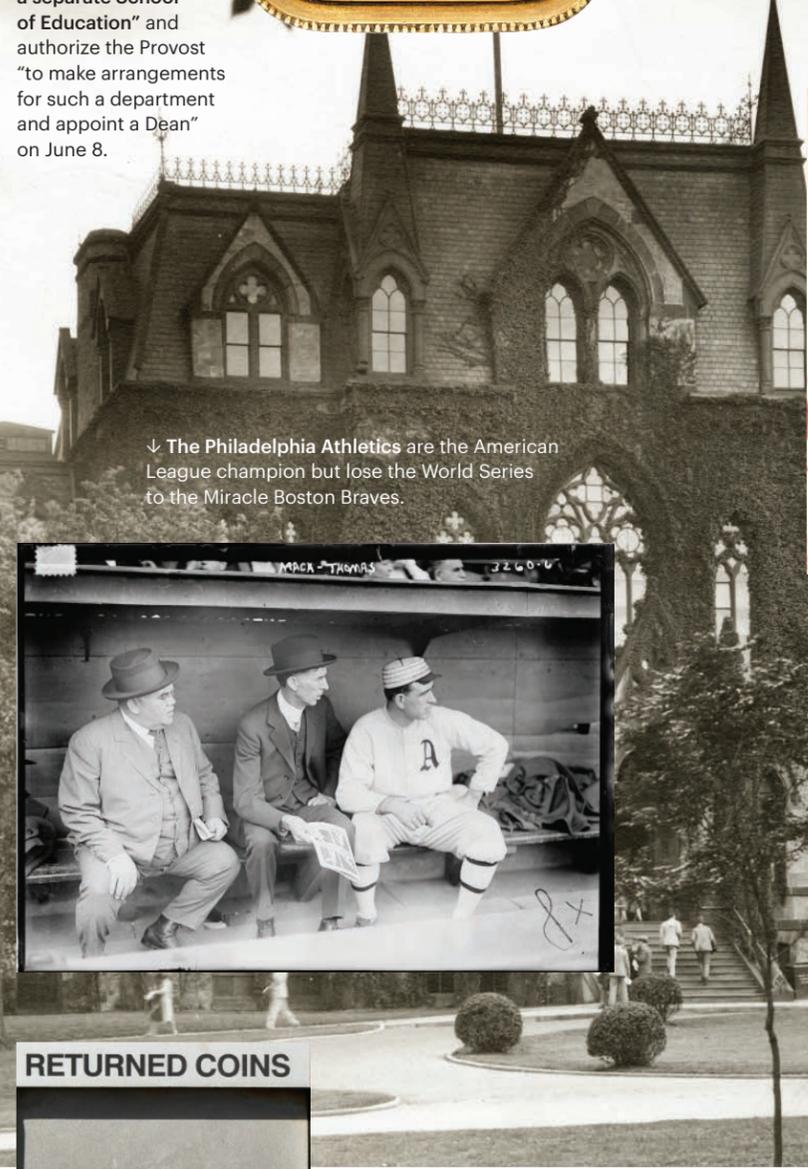


← Marcus Garvey founds the Universal Negro Improvement Association in Jamaica to create economic and political independence for blacks.

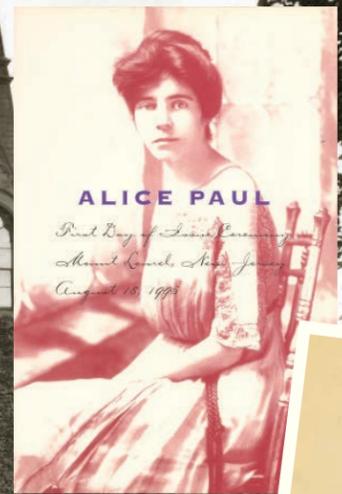
→ AT&T completes the first transcontinental telephone line, connecting New York to San Francisco.



↓ 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.



↓ 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.



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



Hope you enjoyed your journey!

COMMENCEMENT 2014

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





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Sometimes a little is a lot.

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

Thanks to small donations from passionate people like you, *the 2013-2014 Microgiving @ Penn GSE campaigns exceeded their goals:*

The Philadelphia Writing Project's Project Write Scholarship Fund

Raised: \$1,290 of \$1,200 goal
Result: 4 Philadelphia high school students attend summer writing camp

The Henry C. Lea School Classroom Library Fund

Raised: \$4,300 of \$3,000 goal
Result: New and challenging books for 6th to 8th graders

The Penn Center for Minority Serving Institutions

Raised: \$12,825 of \$10,000 goal
Result: Programming and research on minority-serving colleges and universities

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