Developing Education Around the Globe
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Learning and Emotions in the Workplace
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UNLOCKING ANSWERS
PROFESSOR JOHN FANTUZZO
and the Key to Integrating Data
on At-Risk Children
page 6

Penn announced after press time that the next Penn GSE dean is Pam Grossman. Dean Porter’s term will continue until Grossman begins her term on January 1, 2015. Visit the News section of www.gse.upenn.edu for details.
“To help broken communities and vulnerable citizens, we need intergovernment—a coordinated response by government agencies, based on integrated data.”
Dear Alumni and Friends,

My term as dean ends this summer, and I will be retiring. I feel privileged to end my forty-seven-year academic career at Penn GSE. It’s a great education school that’s part of an outstanding university, with a talented and committed community of faculty, staff, students, and alumni.

When I came to Penn nearly seven years ago, I was thrilled to find that this 250-year-old Ivy League university had so much momentum and was so supportive of the kinds of innovations that I, along with almost everyone else at GSE, wanted to make.

A lot of people don’t realize that in the midst of this large university, GSE is a tiny place, or that among the education schools ranked in the top ten by U.S. News and World Report, we are by far the smallest. Being so small in such a distinguished place has allowed us to do great things.

As a close-knit learning community in a world-class setting, we attract the best students that I have ever worked with in my career. Throughout our master’s and doctoral programs, GSE students are exceptionally bright, strongly committed to social justice, and determined to become leaders in their fields. Students who come to Penn GSE have big plans; they want to change what education looks like, and they know that a GSE degree will give them the knowledge and experience they need to shape education’s future.

Being small in a great place also allows us to foster innovation more nimbly than larger schools. We were the first education school to sponsor a business plan competition. Now in its fifth year, the Milken–Penn GSE Education Business Plan Competition has been a huge success, connecting education research and practice and providing the impetus for the Education Design Studio, Inc. (EDSi) that launched this past fall. I like to think of EDSi as a business incubator on steroids, and it’s off to an impressive start helping the competition’s finalists bring their ideas to the marketplace.

I am excited to announce that the School will offer a new M.S. Ed. in Education Entrepreneurship beginning in the fall of 2014. This two-year degree program will teach the key elements of education, business, and entrepreneurship, preparing students to develop, manage, and lead effective innovations in education. As we look forward to programming innovations, we are also exploring online education as another new subject area. We believe Penn GSE can play an important role in setting professional standards for this emerging field.

I am delighted that our pursuit of excellence is reflected in our steady climb in the U.S. News & World Report national graduate school rankings. Penn GSE has moved up two notches to 5th place for 2015.

Our mission is to be the most intellectually exciting place in education. We pursue that goal through two strategies. First, we instill a culture that fosters ideas—from groundbreaking research to programs like the ones that I just described. Second, we produce the leaders of leaders. Because we enroll such talented students and have such high-caliber faculty, it is inevitable that our graduates will fly—and that’s what they do. Alumni and friends of the School such as yourself know this well. Your participation in our efforts and support of our work have been a tremendous source of inspiration for me.

Penn GSE is not an easy place to leave, and before I do, I’d like to be the first one to wish the School a happy 100th birthday. We have some special events planned to celebrate our Centennial year. In April, we are welcoming the annual AERA conference to Philadelphia for the first time ever.

Thank you for all you have done and will continue to do to make Penn GSE thrive. Here’s to the next 100 years of excellence in education.

Andrew C. Porter
Dean, Penn Graduate School of Education

George and Diane Weiss Professor of Education

Letter from the Dean

“As a close-knit learning community in a world-class setting, we attract the best students that I have ever worked with in my career.”
Faculty Awards & Honors

Laura W. Perna (1) was elected president of the Association for the Study of Higher Education. Dr. Perna will serve as the president-elect until her term begins in November 2014. Amy Stornaiuolo (page 5) received the 2013 Promising Researcher Award from the National Council of Teachers. Susan Yoon (2) was elected to the governing board of directors of the International Society of the Learning Sciences. Dr. Yoon also became associate editor of the Journal of the Learning Sciences in January 2014.

Faculty Reads

“Promising Lives: The Periodic Table ought to be read by anyone with a taste for languages (Italian and English) and chemistry, and his essays on his horrific and unusual concentration camp experiences during World War II are a wonder to read. And Nate Silver’s The Signal and the Noise: Why So Many Predictions Fail—but Some Don’t is delicious in debunking talking heads’ TV punditry and professors given to punditry.”
—Robert Benich, University Trustee Chair Professor of Education and Statistics

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Promoting Racial Literacy in Schools: Differences That Make a Difference

Howard C. Stevenson
Published January 2014 by Teachers College Press
Stevenson shows how racial conflict tends to remain hidden in schools, negatively impacting the school climate, the well-being of students of color, and student achievement. He discusses why schools fail to act on these issues and provides strategies for students, educators, and social service support staff to confront and resolve them.

Communicating Beyond Language: Everyday Encounters with Diversity

Betsy S. Rymes
Published December 31, 2013 by Routledge
Taylor & Francis Group
Rymes explores the concept of communicative repertoires—the resources we use in our daily lives to define who we are, from how we dress and gesture, to how we tell stories. She suggests that by looking at communicative repertoires, we can find common ground when interacting with others in schools, workplaces, and other social spaces.

Refugees, Immigrants, and Education in the Global South: Lives in Motion

Edited by Lesley Bartlett and Ameena Ghaffar-Kucher
Published June 2013 by Routledge
Taylor & Francis Group
Awarded the 2014 Jackie Kirk Outstanding Book Award given by the Comparative and International Education Society, this volume examines the role of schooling in immigrant incorporation or exclusion through case studies of Thailand, India, Nepal, Hong Kong/PRC, the Philippines, the United Arab Emirates, Jordan, Kenya, Egypt, South Africa, Senegal, Sudan, Mexico, and the Dominican Republic; the book reveals significant implications for educational inclusion and equity.

Getting to Know...

Amy Stornaiuolo
Assistant Professor
Amy Stornaiuolo of the Reading/Writing/Literacy division is now in her second academic year at GSE. We asked her a few questions to help introduce her to the GSE community.

Your research focuses on the impact of online communication on teachers and adolescents. What is your favorite way to communicate digitally?
While I still use email most frequently, I spend a lot of time on my social networks. I particularly like how Twitter has become a place for educators to develop professional networks.

If you were a teenager in school now, what do you think you’d be doing online?
Like many other teens, I think that I would be negotiating my relationships online and seeking platforms that adults are less likely to dominate, like Tumblr or Instagram. But I think one of the biggest ways I would participate would be to join affinity communities for reading and writing. I was always an avid reader and writer, but as a teenager I often felt very isolated in those activities and would have immediately fallen into online communities like Figment, Wattpad, and Goodreads as a means of seeking out kindred spirits.

What do you think are the greatest challenges of social media for teachers and students?
When it is so easy to connect at all times, attention management becomes one of the most challenging issues facing us all—but especially teachers and students. A second major challenge is an ethical one, as educators and young people have to negotiate boundaries about appropriateness, privacy, and courtesy. Certainly cyberbullying is a real concern that has garnered increased attention, but the underlying issues of how young people are learning more generally to be responsible, respectful, and hospitable communicators are central ones for educators, and something I study in my research.

What are the potential benefits of social media for teachers and students?
More people than ever before are reading and writing for masses audiences, connecting with others on a scale and scope previously unimaginable, with countless new resources for self-expression, civic engagement, and connected learning. Another major benefit is the global dimension of learning afforded by social media. As educators, we can no longer think of the class as a physical place but rather as a virtual one, by connecting young people across traditional geographic, linguistic, and cultural divides.

Faculty Bookshelf

Bookshelf

NEWS

Faculty

—John L. Puckett, Professor of Education
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Ever wonder what Penn GSE’s professors read in between shaping education research and inspiring future educators? Here are a few faculty favorites that you may want to add to your reading list:

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News Briefs

Penn’s Office of the Provost selected Laura W. Perna (page 4) as a 2014 Penn Fellow, an honor bestowed on only eight faculty members from across the University each year. Penn Fellows are recognized as up-and-coming leaders in Penn’s distinguished faculty. Over the next year, they will work to develop cross-campus networks, think strategically about higher education and the future of Penn, and build leadership capacity across the University. Dr. Perna, a professor in GSE’s Higher Education Division, is a nationally renowned expert on access, choice, and equity in higher education and is executive director of the Alliance for Higher Education and Democracy.

GSE named Howard C. Stevenson (1) the Constance E. Clayton Professor in Urban Education. Dr. Stevenson joined GSE in 1990. He has studied racial literacy and socialization for the last two decades. His research identifies cultural strengths that exist within families and integrates those strengths into coping interventions to improve the emotional well-being of children, adolescents, and families.

Professor Marybeth Gazman (2) and her team launched The Penn Center for Minority Serving Institutions on January 21, 2014. Directed by Dr. Gazman, the Center is the first of its kind. It is dedicated to studying the integral role of Minority Serving Institutions (MSIs)—such as Historically Black Colleges and Universities; Tribal Colleges and Universities; Hispanic Serving Institutions; and Asian American, Native American and Pacific Islander Serving Institutions—in American higher education. (Learn more about the Center and its research by taking the quiz on page 21.)

With the aim of helping secondary schools provide a greater global experience for students, Penn GSE and American Friends of Winchester College sponsored “Educating for a Global World,” their second forum on the topic of global education, on October 25 and 26, 2013. The Global Education Forum was the brainchild of co-founder Dan Gordon, who seeks to improve the ways in which young people are taught global values, skills, and competencies. At this year’s event, Penn GSE Senior Lecturer Sharon Ravitch (3), Director of Executive Leadership Development and Founding Co-Director of Penn’s Inter-American Educational Leadership, gave the keynote address, “Considering Complexities and Possibilities in Global Education.”

GSE held its third annual conference on educational leadership with Catholic University in Santiago, Chile, on January 6-8, titled the 2014 International Education Summit.
DATA & DETERMINATION

How Professor John Fantuzzo, Penn, and Philadelphia are Unlocking Answers for the Nation’s At-Risk Children
by Juliana Rosati

With a key on the string of a kite, Penn founder Benjamin Franklin is said to have unlocked electricity from a stormy Philadelphia sky.

Today, Penn GSE professor John Fantuzzo is unlocking evidence of the greatest risk factors threatening children’s educational well-being. The metaphorical key in this case is integration—of data, systems, and mandates across governmental authorities so that previously inaccessible information can be synthesized for research. And some of the first results will show how a literal key to a stable living space can impact children’s educational prospects, both locally and nationally.

“Today, technology and “big data” are transforming business, as companies analyze vast quantities of complex information about customers to better understand their needs. Government agencies, however, have been working in a virtual dark age of data. Although the public systems for education, housing, juvenile justice, mental health, and other areas serve many of the same individuals, historically these systems have maintained separate databases. Combining such databases for research may seem like common sense, but it is a revolutionary concept for public agencies, and one that has been obstructed by legal and operational challenges. Dr. Fantuzzo believes that schools cannot serve students better without understanding the circumstances tracked by agencies outside of education—such as homelessness, low maternal education, lead toxicity, and other factors. And he is both passionate and irreverent when he describes the challenge. "I affectionately call it a ‘duh moment’ to realize that you need to look at the risks that happen outside of school to solve problems in education,” says Fantuzzo, the Albert M. Greenfield Professor of Human Relations and Director of the Penn Child Research Center. “If you want to win a race, and you’ve got an injured leg but you don’t pay attention to it, you’re not going to stay ahead for very long. You have to realize there are two legs and the injured one needs mending before you can run. Education tends to think it can keep along. And it can’t.”

For more than fifteen years in Philadelphia, Fantuzzo and Professor Dennis P. Culhane, the Dana and Andrew Stone Chair in Social Policy at the Penn School of Social Policy & Practice, have led the way in opening the doors that keep government entities separate, so that researchers and policymakers can gain a fuller picture of children’s lives and how to improve them. Now, Fantuzzo and Culhane are co-leading a new initiative that takes those efforts to a national level. "This work stems from a commitment to vulnerable children, and is all about breaking down the boundaries between bureaucracies and getting them to be on the same page." Franz Altiner was quoted as saying, “Every community member is a valuable resource. We need to recognize that there are two sides of the coin of education: the school and the family. Both have a role to play in ensuring children succeed.”

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Looking at Risk Outside of the Classroom

To attain the benefits of integrated data for Philadelphia children in need, Fantuzzo and Culhane began by establishing a groundbreaking collaboration between the City of Philadelphia, the School District of Philadelphia, Penn, and funders. They unlocked the doors that typically keep separate databases apart, working long and hard to negotiate agreements that met federal data regulations. The result was the Kids Integrated Data System (KIDS), one of the first data systems of its kind in the country, which Fantuzzo, Culhane, and Professor Trevor Hadley of Penn Medicine co-founded in 2000 with funding from the William Penn Foundation.

KIDS linked data to give approved researchers access to relevant information the city collected about children from 1990 to 2008. By integrating the public health, social services, and educational records of those children while still protecting their privacy, KIDS allowed Fantuzzo’s team to pinpoint and analyze eight different factors that affect a child’s educational achievement from birth to age eight.

In a series of studies that continues today, the researchers found that poor academic records and classroom behavior were linked to lead toxicity, preterm birth, low birth weight, inadequate prenatal care, being the child of a teen mother or a mother without a high school education, substantiated child maltreatment, and homelessness. The studies controlled for poverty to show the isolated impact of each risk.

Homelessness proved one of the strongest indicators of school absenteeism, school suspensions, and poor social skills. Low maternal education emerged as one of the strongest predictors of poor educational
outcomes. And the likelihood that those risks would lead to negative outcomes increased with each additional risk a child experienced.

When the researchers looked at subpopulations of students, they found that African American boys faced a higher incidence of risks compared to their peers. And a study released this year shows that risk may be contagious—schools with high concentrations of children with low maternal education, inadequate prenatal care, homelessness, and maltreatment are shown to produce the poorest educational outcomes for all children, even accounting for poverty.

By offering powerful evidence of which risks count the most, KIDS has propelled the School District of Philadelphia and city agencies to make program and policy changes to improve children's well-being. For example, the City Council of Philadelphia used research findings on the educational impact of lead to enact stricter regulations for lead testing.

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Taking a Philadelphia Story National

Ulhane and Fantuzzo are unlocking the potential of integrated data on a national scale as co-leaders of the Actionable Intelligence for Social Policy (AISP)

The John D. and Catherine T. MacArthur Foundation awarded the researchers a pair of three-year grants to create AISP, one in 2009 and one in 2012.

System reform is at the heart of AISP’s mission and name. “Actionable Intelligence,” the “A” and “I” in the acronym, means data that are both relevant and reliable. “Not all data are worthy to be used,” explains Fantuzzo. “Our government pays a lot of money to collect bad data.” The latter half of the acronym, “S” and “P” for “Social Policy,” indicates that the data must be applied to produce solutions for vulnerable citizens, an aim Fantuzzo describes as “smarter, more effective, more efficient, and more ethical government.”

AISP is identifying counties, cities, and states across the country with well-developed integrated data practices and helping to take those efforts to the next level, creating an AISP Network to set national quality standards and conduct studies across multiple sites.

For the first AISP study, “Educational Well-being of Children in Assisted Housing Programs,” six sites across the United States are now combining housing and education data to understand whether children served by assisted housing programs fare better at school than their low-income peers. Proof of how assisted housing benefits children is urgently needed as federal budget negotiations threaten funding for relief programs and homelessness rises in cities across the United States. Funded by MacArthur and The Bill and Melinda Gates Foundation, AISP is collaborating with the U.S. Department of Housing and Urban Development (HUD) and the Institute of Education Sciences, the research arm of the U.S. Department of Education.

Fantuzzo makes it clear that this work is intended to speak to the policymakers who shape education, housing, and other programs to help the poor. “We need a new model of government,” says Fantuzzo. “To help low-income communities and vulnerable citizens, we need intergovernment—a coordinated response by government agencies, based on integrated data.”

Fantuzzo and his team have already successfully unlocked major doors to intergovernment on a national level, negotiating access to HUD data for the assisted housing study’s six sites: Philadelphia, Allegheny County in Pennsylvania; the State of South Carolina; Washington State; Milwaukee, Wisconsin; and New York City.

“HUD has housing data on every county in the United States, and nobody was using it for research because they hadn’t figured out a legal mechanism to share it for policy-relevant research,” says Fantuzzo. “We are working with the leadership at HUD to change how the agency operates to share data. So there’s a wonderful opportunity for system reform, which is exciting.”

Unlocking the Link Between Housing and Education

If a child’s family receives assisted housing support, does that child have a better chance of educational success than he or she would in low stable housing conditions? Will that child be more likely to achieve reading and math proficiency, progress to the appropriate grade level, consistently attend class, avoid suspensions and expulsions, and graduate on time? Fantuzzo and Calhane believe that the answer is yes, because homeless students often move from school to school as their temporary living conditions change, whereas students in intergovernmental settings have the opportunity to stay longer in one place.

A recent KIDS study showed the devastating effects of frequent moves for a cohort of Philadelphia third-graders: those who lacked both a stable home and a consistent school fared the worst in terms of academic achievement and classroom engagement. “It had an undergraduate say to me today, ‘Dr. Fantuzzo, this assignment is so difficult—it requires that I learn a lot.’ And I said, ‘Yes, learning is hard. It’s a struggle,’” says Fantuzzo. “Learning, under any circumstance, is difficult. Imagine learning if you don’t have basic resources—you don’t have a stable place to live.”

In addition to documenting the overall benefits of assisted housing, the AISP study will answer further questions posed by HUD: Are families in assisted housing able to access high-quality public schools? And does assisted housing enable children to stay at the same school longer than they otherwise would have? The answers will help HUD improve its services for children in need, and will increase school districts’ understanding of what is happening to their students outside of school.

This spring, AISP will present a preliminary report to HUD summarizing the integration of local education data and national housing data across the six sites. From there, AISP will conduct in-depth analysis and produce a comprehensive report for HUD, the MacArthur and Gates foundations, and the public, with a scheduled release date of July 2018.

“The final report is scheduled to come out about a half year from the time we received the data,” says Dr. Whitney LeBorouf, GR’13, who is coordinating the study and coauthored KIDS studies as a doctoral student at GSE. “The timeline is pretty unprecedented for a project of this scope, and that’s a huge benefit of integrated data systems—being able to do large-scale, longitudinal research in a very short period of time, cost effectively.”

As the work progresses, the six sites in the housing study are gaining access for the first time to the HUD data as well as the other sites’ experiences via regular communications. “The sites have fully developed integrated data systems, and with AISP we’ve created the opportunity for them to do something they didn’t have the data or the revenue to do,” says Fantuzzo. “We’ve also created a learning community where they can benefit from shared expertise.”

Liz Coker, an education expert at the Washington State site, remarks, “Through the work with AISP, we’ve really recognized this work as crucial going forward and something that needs to be continually supported. Data integration can offer not only a better understanding of children’s needs, but a case management application that will help schools and social service providers deliver better services.”

Kathryn Collins, a researcher at the Allegheny County site, expects that the study will help Allegheny tackle one of the top education problems in the City of Pittsburgh, chronic absenteeism, by giving housing authorities information to support targeted interventions within their assisted housing communities. “We find that attendance is such a community problem—it’s not a school problem, it’s everybody’s problem, because the reasons for absenteeism are so varied,” she says. “When more people understand it and address it, the kids have a better chance of making it to school.”

The goal of better outcomes for children is what keeps Fantuzzo speaking new doors to answers. “Educating kids in large urban settings isn’t just about reading, writing, and arithmetic,” says Fantuzzo. “If we’re able to reveal the impact of risks like homelessness and create collaboratives, we’ll have a real chance of putting better educational trajectories within reach for children in need.”
How education and emotions are transforming the workplace
by Carise Mitch

A s a trailblazing researcher and an advisor to global executives, Dr. Annie McKee has seen firsthand the rapid rate of change in the modern workplace. And she knows that two things are more important than ever before: education and emotions.

Education in the workplace is often managed at the highest levels by Chief Learning Officers (CLOs)—including prominent graduates of GSE’s PennCLO Executive Doctoral Program, which is directed by McKee. A bestselling author, McKee has seen education within the workplace rise from its former place as a technical, back-office activity due to the demands of an increasingly global and electronic marketplace; education has become a vital strategic function that helps employees engage with unfamiliar cultures, master the latest technology, and more.

“The need to create cultures where people can be at their best—where they can learn, adapt, try new things, and take risks without fear of losing their jobs—is something that companies are taking seriously,” McKee says. “So how people learn is at the top of the talent agenda, which I think is really wonderful.”

According to McKee, that learning must take into account emotions—specifically the intelligence required to understand emotions effectively—so that employees from the ground floor to the C-suite and across for-profit and nonprofit organizations can learn to be better leaders.

“In the social sciences we now have hundreds of studies that indicate emotional intelligence is the key to success in leadership, ” McKee says. “In the social sciences we now have hundreds of studies that indicate emotional intelligence is the key to success in leadership,” she says. “And today, everyone needs to be a leader.”

Beyond Traditional Education

Workplace learning is not a traditional area for an education school to consider, but GSE’s legacy of innovation in education gave birth to the cutting-edge program that benefits today from McKee’s influential work in emotional intelligence.

From the founding of Motorola University in 1981 and the appointment of the first CLO at GE in the 1990s—current PennCLO Advisory Board member Steve Kerr—managers of workplace education and training have gained broader and more prominent roles. In response to that growth, in 2006 Penn and the American Society for Training and Development completed a survey of ninety-two executives serving as CLOs or in similar roles. The survey demonstrated that the top five attributes CLOs must develop are leadership, the ability to articulate value, business acumen, strategic planning skills, and knowledge of one’s company and industry. It also showed a need for CLOs to shape their companies as strategic leaders.

In light of those findings and at the urging of an advisory group of executives, GSE launched the PennCLO Executive Doctoral Program in 2006 with collaboration from The Wharton School. The program was the first of its kind and to date is the only executive doctorate designed to prepare leaders of learning for their professions. It draws on faculty across the University for their expertise in computer science, medicine, management, psychology, marketing, and more.

Spearheading the program was a natural step for GSE. “Among other things, our commitment to innovation means recognizing the significance of learning that occurs beyond traditional K-12 and college classrooms,” says Penn GSE Dean Andy Porter. “Through the PennCLO program, we bring our expertise to bear on the education that takes place in the workplace.”

An adjunct professor at GSE since 2002, McKee was appointed in 2012 as Senior Fellow and Director of both the PennCLO program and the Med Ed Master’s Program for medical educators.

“Annie McKee has been the perfect person to lead the PennCLO program,” reports Dr. Stanton E.F. Wortham, the Judy & Howard Berkowitz Professor and Associate Dean for Academic Affairs at GSE, who teaches in the program. “She’s a first-rate researcher, and she understands faculty perspectives and the university environment. Plus she has worked for decades with organizations, and she understands their perspectives and needs. It has been a pleasure to work with her on this unique and powerful program that is creating an extraordinary community of learning leaders that stretches around the world.”

The program is dedicated to developing what McKee calls scholar-practitioners: professionals who bring both practical, hands-on experience and scholarly rigor to their work.

“It is phenomenal to see the kind of people attracted to this program. They come from the biggest companies in the world and from the most successful start-ups,” says McKee.

At a host of major companies, including American Express, The Ritz-Carlton, eBay, Procter & Gamble, Google, and more, PennCLO students and alumni tackle a range of challenges. They lead the charge to deliver workplace education that is flexible, innovative, and responsive to change. They work to attract people with top skills and develop the next generation of leaders. In addition, they embrace the larger, strategic role of fostering a culture aligned with their organization’s business goals. For all of these responsibilities, strong leadership is a must.

Understanding that their emotions have immense power to influence their environments, outstanding leaders find a way to renew themselves daily.

Learning to Tune In

McKee believes that in the contemporary workplace, it is “resonant leaders”—those who have the ability to “tune in” to the people around them and create a culture where workers are inspired and motivated to do their best work—who will be the most successful. Resonant relationships are built by executives who embrace the following qualities: They are mindful of their own emotions and able to manage them. They work to attract people with top skills and develop the next generation of leaders. In addition, they embrace the larger, strategic role of fostering a culture aligned with their organization’s business goals. For all of these responsibilities, strong leadership is a must.

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Everyone Needs to Be a Leader

The lessons of emotional intelligence need not be reserved for top executives such as CLOs. “At the very core of the organization I work with, it is accepted as a fact that everyone needs to be a leader,” says McKee, who in addition to her work at Penn is coauthor of Primal Leadership (with Daniel Goleman and Richard Boyatzis) and Resonant Leadership (with Boyatzis), published by Harvard Business Review Press. “We don’t think clearly, we’re very hard to lead, and we often can’t listen to what’s going on around us.”

By learning to cultivate self-awareness and trust, McKee envisions, we can all navigate the unfamiliar but exciting landscape that lies ahead. “We’re living in a time of unprecedented change,” she says. “Everyone is experimenting with how to make this work, and I believe that Penn GSE is leading the way.”

As chief operating officer of Guardsmark LLC, one of the largest security firms in the world, Penn GSE Board of Overseers member Gustave K. Lipman, W’94, works with former law enforcement officers, FBI executives, military specialists, and Secret Service agents to protect people and property for clients. “We take down with him to learn about the important role of education in his work and life, and what inspires him to be a part of GSE.”

You support scholarship aid at GSE. Why do you believe it is important to support the School in this way?

“As a part of a very small group of people who are exposed to and have to deal with threats to safety and success, it is applicable to leaders everywhere—not just in corporate settings. Effective teachers, for example, have long recognized that emotional intelligence and leadership are important to their success in their classrooms, schools, and communities.”

“I believe that in education, where we have a chance to change people’s lives, it is critical to support students who have the passion to learn and make a difference. It is equally true that education is important in all aspects of our lives. We all need to be leaders, and we need to support students who are passionate about education.”

gse.penn.edu/scholarship

The Lipman Scholarship

Cristin Stephens, a master’s student in Penn GSE’s Education, Culture, and Society program, is the 2013-2014 recipient of the Lipman Scholarship at GSE established by Gustave K. Lipman and Karen A. Lipman. “PENN GSE is important to my career as a growing educator, as a place filled with incredible scholars and students making contributions to the field,” says Stephens, who aims to pursue a Ph.D. and work in higher education.

Page 12: Photo by JFG Photography

Photo by Samuel Stuart Hollenshead Photography
**Carries with Global Impact**

International Educational Development Program Internships

**Build Practical Knowledge**

by Lakshmi Gandhi

> **Education is not only a doorway to greater opportunity; it is a basic human right.** According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), education is key to eliminating poverty and disease, fostering peace and gender equality, and creating sustainable economic development around the world. Penn GSE’s International Educational Development Program (IEDP) is dedicated to furthering education from the classroom to the ground level to improve education worldwide.

The Penn GSE Alumni Magazine | Spring 2014

> **From Intern to Employee**

Kelly (Franquemont) Shiohira, GED’12, traveled to Johannesburg, South Africa, for her internship with the Molteno Institute for Language and Literacy, a nongovernmental organization that operates literacy projects throughout Africa. When the organization allowed her to select the focus of her work, she chose to study Molteno’s use of self-reflection practices, such as journaling, aiming to show how teacher trainers and coaches can improve their practices and evaluate their own progress by regularly reflecting on their efforts. Shiohira was asked to formally present the results of her research to the organization’s upper management at the end of her internship, as well as to facilitate a workshop on fundraising, organizational efficiency, and marketing, topics that senior staffers at Molteno told her were the main challenges of the organization.

“The CEO and director of the R&D department were both impressed by my work, and they offered me a position before my internship ended,” says Shiohira. She joined the staff of the Molteno Institute as a research and development officer in January 2013, becoming one of the many IEDP students who have parlayed an internship into a full-time position.

She fondly recalls her GSE classmates, crediting them as an integral part of the experience. “IEDP is an amazing program because of the diversity,” says Shiohira, who has enrolled in a master’s program in linguistics at South Africa’s Rhodes University and eventually intends to pursue a Ph.D. in educational development.

“If you look at my class, we all had different backgrounds, and different but complementary interests.”

> **Building Skills While Living Abroad**

The IEDP faculty strive to match students with internships that will utilize their strengths to best use. Some students, such as Sarah Horns, GED’11, pictured at Sheik Zayed Grand Mosque in Abu Dhabi, United Arab Emirates, is an education advisor at the Abu Dhabi Education Council. Others focus their internships on organizational and institutional development, such as Lynn, GED’12, interned with UNESCO in Yangon, Myanmar.

Education is not only a doorway to greater opportunity; it is a basic human right. According to the United Nations Educational, Scientific, and Cultural Organization (UNESCO), education is key to eliminating poverty and disease, fostering peace and gender equality, and creating sustainable economic development around the world. Penn GSE’s International Educational Development Program (IEDP) is dedicated to furthering education from the classroom to the ground level to improve education worldwide.

> **Working principally in Africa, Asia, Latin America, and Europe,** students complete internships for eight to twelve weeks at partner organizations such as UNESCO, UNICEF, World Vision, Save the Children, and the Aga Khan Foundation. Graduates often say that the skills and professional relationships they developed as interns were essential to their postgraduate careers.

“We set a very high bar for ourselves and our partner organizations,” says Dr. Wagner, who works with IEDP Associate Director Dr. Ameena Ghaffar-Kucher to help students find placements that best suit their interests and fields of study. “We treat our students as professionals, and they in turn are treated as professionals responsible for real work on the ground.”

A look at a few recent graduates shows some of the many ways that IEDP internships connect students to professional roles with an international impact.

> **A Chance to Work Across Multiple Countries**

Children, and the Aga Khan Foundation. Graduates often say that internship opportunities are key to connecting to professional roles with an international impact, as they also provide students with the work experience and skills necessary to take advantage of international opportunities. Lynn worked on several non-formal education programs meant to help students who have dropped out of school return to the mainstream school system. While at UNESCO, Lynn also had the opportunity to assist with organizing and preparing the Asia-Pacific Annual Review meeting, a gathering convened by the Japanese government to review all state-funded Asia-Pacific projects.

A citizen of Myanmar, Lynn accepted a position in Yangon, Myanmar, with the German International Development Cooperation (GIZ) after receiving her master’s degree and working for UNESCO in Myanmar. GIZ supports the German government’s goals for sustainable development around the world. Lynn applies her research and assessment skills as an advisor for technical and vocational education and training development, reviewing current training methods and supporting the creation of an Industrial Teacher Training Centre. “I have traveled across the country, observing teaching workshops and interviewing teachers on their backgrounds and skills to be updated for their teaching effective-ness,” she says.

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Thinking Outside of the Box to Find Solutions

Occasionally, students take an unconventional route for their internships. Nicholas Ashburn, GED’12, used the creative-thinking techniques of designers to look at education problems as an intern at IDEO.org. The nonprofit arm of IDEO, a San Francisco-based design and innovation firm, IDEO.org uses design principles to integrate human needs, technological capabilities, and business savvy into holistic solutions for global poverty.

Ashburn worked on several education-related projects to reduce poverty, including efforts with an online community college in the United States and an initiative on clean toilets and other sanitation issues in Ghana.

One of the few who have completed IEDP internships in the United States, Ashburn says the skills he learned in the IDEP meshed nicely with the philosophy of IDEO.org. "It was definitely a valuable experience," he says. "What are the real solutions? How do we look at problem solving differently?"

After graduating, Ashburn moved to Austin, Texas, and decided to strike out on his own as an educational consultant. He quickly developed a wide variety of clients, working on projects ranging from sustainable architecture to entrepreneurial loans along the Texas-Mexico border.

Ashburn’s post-Penn journey came full circle in December, when he returned to the University to become the director of special projects for impact investing at The Wharton Social Impact Initiative, which uses business thinking outside of the box to find solutions to global problems.

Influencing the Future of Education

This generation of IEDP alumni considers it vital to make a long-term impact on international education. As the graduates work to influence educational policy around the world, the changes they effect for underserved children will be the true fulfillment of the IEDP mission.

"Penn and GSE are committed to global engagement—to connecting theory with policy and practice across the world,” says Chafia-Kocher. “Our aim is to prepare our graduates to recognize the inequities across and within nations—and to help them develop the knowledge, skills, and dispositions required to partner with stakeholders and make a difference.”

UNESCO CHAIR WAGNER SUPPORTS \nUN GOALS

IEDP Director Dr. Dan Wagner was named the UNESCO Chair in Learning and Literacy at Penn GSE in 2011. The chair, the first of its kind at a U.S. school of education, is dedicated to supporting United Nations Millennium Development Goals for basic education and literacy so that children everywhere will be able to complete a full course of primary schooling.

There are currently 783 UNESCO chairs in 132 countries. The UNESCO Chair at GSE is the eighteenth in the United States, and signifies a special bilateral partnership between UNESCO and Penn.

Rene’ Carman-Alici
Upholding Hope

Andrea Gray, GED’93, On Teaching in Philadelphia

by Jill Sunday Bartoli, GR’86

Andrea Gray, GED’93, has seen firsthand how deep poverty and political stalemate create devastating educational conditions for urban children and families. A twenty-seven-year veteran of the School District of Philadelphia, Gray works every day to combat the effects of poorly supported schools and financial crises on her students. I sat down with Gray to discuss her teaching at John H. Taggart School, a K–8 public school in South Philadelphia, and how her love for her students and their families, her deeply held belief in the power of her students, and her experiences with Penn GSE have sustained her successful teaching career.

Jill Bartoli: What has allowed you to succeed as an urban teacher in Philadelphia despite the overwhelming challenges? Andrea Gray: Early on in my teaching, I was able to build community in my classroom through my love of the students and by establishing trust with the parents, who have been fabulous. I truly believe each child can succeed, and that they are wonderful little people who are very valuable to our society.

JB: What are the biggest challenges you face in teaching in a public school in the city? AG: Time and resources. There is far too little of both.

JB: What keeps you dedicated to teaching disenfranchised students? AG: One of the most disturbing publications I read is the yearly report of the Children’s Defense Fund. The State of America’s Children. Other developed countries do not abandon one in five of their citizens to poverty, nor do they allow poor children to fail educationally at the rate of 50 percent. As an urban teacher, I am determined to empower my students and show them their potential in spite of the many reasons they could feel hopeless and despair.

JB: What are the rewards? AG: Working with students and developing lifelong bonds with them. One example of this is a student, Corey Winchester, who I taught for first, second, and third grade in the early 1990s. I attended his graduation from Masterman High School as a two-time student body president, and from Northwestern University. He is now an educator in Evanston, Illinois, and was recently named one of five Excellent Early Career Educators for 2013–2014 by the Illinois State Board of Education. It is just as rewarding to meet former students on the street or in the grocery store and have them tell me how fondly they remember our time together.

JB: What brought you to Penn GSE to earn your master’s in Educational Leadership? AG: After four years of teaching in a Philadelphia public school, I wanted to better understand and come to terms with my students’ and parents’ challenges and find the tools to meet those challenges.

I was drawn to Penn GSE’s faculty and students. In addition, I appreciated the fact that it is a research institution that would offer me a rigorous education and that my fellow students would match that rigor.

JB: What were the highlights of your time at GSE? AG: As a part-time student I was part of a cohort, which made a big difference—GSE was more than just a place to take courses; I was part of a community of learners who shared the common goal of getting a rigorous education and not just another certificate or degree. In addition, I was greatly influenced by my professors, including Dr. Vivian Gadsden, and her commitment to viewing our students as we might want our own children to be seen.

JB: What does your master’s program open for you? AG: The fact that I have a graduate degree from Penn changes people’s impression of me, and in turn I try to live up to the responsibility that comes along with holding a graduate degree from Penn. The combination of these two things has opened many doors for me, including possibly influencing my being awarded a Fulbright grant to teach in London.

JB: Tell us about the connections and experiences with GSE that have been helpful to you as a city teacher. AG: Betsy Wice and Rhoda Kanevsky, affiliated faculty of the Reading/Writing/Literacy (RWL) division at GSE, generously send GSE student interns to my class every spring to teach. The GSE students give me my students high-quality experiences in literacy. Because of the RWL program’s focus on inquiry and collaboration, the interns give me the opportunity to reflect upon my own practices from multiple perspectives. So I get as much from working with the interns as, hopefully, they get from working with me.

I also stay connected to GSE through the Philadelphia Writing Project (PhlWP), a site of the National Writing Project located at GSE. Serving as a Teaching Consultant for PhlWP allows me to collaborate with other urban educators who are committed to teaching through writing and are dedicated to educational equity. The director, Penn GSE Practice Professor Diane Walf, is all about fostering communities of educators who create innovative and high-quality educational opportunities for our students.

JB: What advice do you have for current graduate students pursuing city teaching? AG: Stay connected! Find your own voice. Love what you do, love your students, and don’t worry about how others view your career choice. Find a mentor teacher, or teachers, who can help you through the rough times, of which there will be plenty. And be sure to share your successes, as there will also be plenty of those.

JB: What is it like to be a city teacher and choose Gray’s classroom as the recipient for 2013? Jill Sunday Bartoli, GR’86 (left), interviewed Andrea Gray, GED’93 (right), in a conversation that drew upon the commitments both Penn GSE graduates have made to urban education.
Alumni Notes

1940s
Jane Burke Lego, ED49, has been retired for twenty-three years after a long and satisfying career as a public librarian, which ended with an Honorary Life Membership in the Virginia Library Association.

1950s
Elizabeth Kearney, GED57, is an author, lecturer, and business owner. She recently generated a Generational Insights series, a series of four booklets offering guidance on the interests, needs, and value of today’s multi-generational workforce. She has presented programs based on this information at schools and organizations such as Dun and Bradstreet, the University of California at Berkeley, and the ASTRA Women’s Business Alliance.

1970s
Joan Zimmerman Azarva, GED74, has begun writing the monthly college column for the Smart Kids with Learning Disabilities website. She runs the Conquer College with LIDADD website and has a private practice counseling students with disabilities making the high risk transition from high school to college.

Jeff Claus, C74, GED74, has retired from Ithaca College, where he was a professor of social and cultural foundations of education for eighteen years. Previously, he earned his Ph.D. at Cornell University and taught at Mount Holyoke College. Much of his work revolved around issues of culture and race in the classroom, school, and community.


1980s
Ann Adderley, ORD89, received the Status of Women Award from the Top Ladies of Distinction Inc. Philadelphia Chapter at the organization’s 25th anniversary celebration.

James Meredith Day, GR87, is a professor at the Université catholique de Louvain in Belgium and the Very Distinguished Visiting Professor in Psychology and Religion at the University of Uppsala, Sweden. His most recent book, with Pierre-Yves Brandt, is Psychologie du développement religieux: Questions classiques et perspectives contemporaines (Labor et Fides, 2013).

Eileen R. Giardino, NU73, GR89, and Angelo P. Giardino, GED86, M87, GR99 are the authors of Medical Education: Global Perspectives, Challenges, and Future Directions (NOVA Publishers, 2013) and editors of “Nurse Practitioner and Physician Preceptors Perception of Student Nurse Practitioner Training and Practice,” published in the 2013 issue of The Open Medical Education Journal.

Katherine Kaby Anselmi, GNN81, GR94, is teaching courses in health law, research, and the politics of health care to undergraduate, graduate, and doctoral nursing students at Drexel University, work that draws upon her background as a nurse practitioner, educator, and attorney. Previously, she received her J.D. from Syracuse University in 2002 and practiced law for five years.

Susan Cline-McGroarty, C82, GED87, GR93, was recently awarded tenure at Wheaton College, where she is an associate professor. She reports that the GSE doctoral program’s focus on social justice and advocacy continues to inspire and inform her work.

Sarah “Sally” C. Conklin, GR96, is retiring as a full professor after three years at the University of Wisconsin and fourteen years at Northern Illinois University teaching sexuality education and administering public health and health education degree programs. She received an NIH Research Mentor of the Year Award.

Mark Fabrizi, GED95, earned his Ph.D. in Educational Leadership at Teachers College, Columbia University in 2007. He has taught public and private school students in New York City and Connecticut. He is currently at Montclair State University teaching education courses on school leadership.

Kilian Fritsch, GR91, contributed to Narrative Reflections: How Witnessing Their Stories Changes Our Lives (Hamiton Books, 2013), a collection of reflections by therapists regarding interviews of Holocaust survivors and their families. The interviews were collected as part of the Transcending Trauma Project at the Council for Relationshipships in Philadelphia.

1990s
Angelo P. Giardino, GED86, M87, GR99 (See “Eileen R. Giardino, NU73, GR89” under “1980s.”)

Ed Goldberg, GED96, is a member of the Schools Committee of the American Psychiatric Association. The committee advocates for a dynamic development process of human well-being and for good school experiences that are essential to healthy human development.

Kimberly Jean Hoeritz, GED93, has been named an Ed.D. from Duquesne University. Her dissertation, “Stereotypes and their Consequences for Women as Leaders in Higher Education Administration,” was nominated for the University’s Annual Distinguished Dissertation Award, and she was inducted into The Honor Society of Phi Kappa Phi.

Lloyd Holliday, GR95, recently lectured at Yunnan Normal University in Kunming, China, where he was invited to speak to students about culture, language, and cognition, and the craft of short stories in TESOL.

Michael Malone, GED97, returned to a leadership role at Columbia Business School, where he was named assistant dean for the MBA Program in August 2013. He has come back to the New York/New Jersey area with his wife and sons, ages six and four. He is in his fifth year at Columbia. Previously, he taught English at Northern High School in Connecticut for eighteen years, during eight of which he served as department chair.

Gloria J. McNeal, GNN75, GR98, has been named dean of the School of Health and Human Services at National University in La Jolla, CA, and recently served as a co-contributor to the Institute of Medicine’s report on the future of nursing. She is a Fellow of the American Academy of Nursing and has served as a Fellow of the Robert Wood Johnson Foundation Executive Nurse Fellows Program.

Lisa Morenoff, GED98, completed a master’s degree in special education at Catholic University. She now holds dual certification in elementary education and special education in Washington, DC, where she has been working for nearly ten years in a range of positions with students in third through tenth grade.

Carrie Kries, GED03, became the CEO of Philadelphia Montessori Charter School in July 2011. She reports that three years into her eXe at the school, reading proficiency has nearly doubled and math proficiency has increased from 8 percent to 54 percent.

Clayton S. LaCoe, ORD03, was appointed superintendent of schools at Western Wayne School District in Lake Ariel, PA, for a five-year term beginning in July 2013.

Tyrone W. McCombs, GR03, is assistant provost of academic and dean of the Rowan Camden Campus at Rowan University in Glassboro, NJ, where he leads the effort to restore a historic bank building in Camden to create a new academic facility. He was recently selected for the 2013 Philadelphia Economy League Leadership Exchange Program and named the third-vice president for the South Jersey Church of God in Christ organization.

Kieran McLaughlin, GED05, is pursuing a PhD in the Teacher Education and Teacher Development Program at Montclair State University.

James P. Pellow, ORD06, is president of CIEE, the Council on International Education Exchange. CIEE recently completed a company-wide review to develop a global community development and partnership program. This has resulted in local, national, and international partnerships with organizations including Girl Rising, Diversity Abroad, and the University of Maine School of Law.

John “Trey” Smith, GED09, has partnered with the Philadelphia Math + Science Coalition and the Math Forum @ Drexel to establish the Philadelphia Engineering and Math Challenge for students and teachers from Philadelphia public schools. He is a Teacher Consultant with the Philadelphia Writing Project and was named “Outstanding Science Teacher” by the Pennsylvania Society of Professional Engineers—Philadelphia Chapter in 2012.


Elizabeth Kearney, GED57, is an author, lecturer, and business owner. She recently generated a Generational Insights series, a series of four booklets offering guidance on the interests, needs, and value of today’s multi-generational workforce. She has presented programs based on this information at schools and organizations such as Dun and Bradstreet, the University of California at Berkeley, and the ASTRA Women’s Business Alliance.

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**What’s Your MSI IQ?**

**TAKE THE QUIZ ON MINORITY SERVING INSTITUTIONS**

How can colleges and universities in the United States get better at increasing access and success for students of color? By following the lead of Minority Serving Institutions (MSIs), according to a three-year study led by Penn GSE Professor Marybeth Gasman and Clifton Conrad of the University of Wisconsin–Madison.

Historically, the colleges and universities considered MSIs emerged in response to inequality, lack of minority access at majority institutions, and significant demographic changes in the country. The report by Drs. Gasman and Conrad argues that today, MSIs offer unique expertise for improving degree attainment by students of color.

As director of GSE’s newly launched Center on Minority Serving Institutions, Gasman is working to increase rigorous scholarship on MSIs and raise awareness of their educational contributions.

**Alumni Notes**

Penn GSE wants to hear about all the different ways that passionate alumni like you are contributing to your communities and the world. Fill out our Alumni Notes form at 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? In preparation for our Centennial year, we’re collecting stories that capture what Penn GSE has meant to our alumni and friends throughout the School’s history. Submissions will be considered for use in print and digital publications celebrating our Centennial. We invite you to share your story at www.gse.upenn.edu/centennial.

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**ADDITIONAL PHOTO CREDITS**

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QUIZ

1. Mills enroll a total of 15% of all undergraduate students in the United States.
   - True  - False

2. Match each institution below to the type of MSI it is.
   - La Sierra University: Tribal College or University (TCU)
   - DeAnza College: Hispanic Serving Institution (HSI)
   - Delaware State University: Historically Black College or University (HBCU)
   - Salish Kootenai College: Asian American and Native American Pacific Islander Serving Institution (AANAPISI)

3. Which three U.S. states or territories have the highest concentrations of MSIs?
   - Alabama
   - California
   - Florida
   - New York
   - Puerto Rico
   - Texas

4. Penn is the only university with a center dedicated to studying MSIs.
   - True  - False

5. Almost one-half of all students at HBCUs receive Federal Pell Grants, compared to 49% of students across all colleges and universities.
   - 36%  - 53%  - 71%  - 87%

6. At TCUs, 42% of faculty identify as American Indian or Alaska Native, whereas nationally American Indians or Alaska Natives make up approximately ______% of faculty at majority institutions.
   - a. 1  - b. 4  - c. 7  - d. 15

7. On average, tuition rates at MSIs are 30% less than those at majority institutions.
   - True  - False

8. AANAPISIs make up less than 1% of colleges and universities in the United States and enroll nearly ______% of all Asian American and Pacific Islander undergraduates.
   - a. 5  - b. 9  - c. 15  - d. 27

9. Hills make up 6% of post-secondary institutions in the United States and enroll nearly ______% of all Latino undergraduates.
   - a. 12  - b. 24  - c. 50  - d. 65

10. Turn to page 17 to find out your MSI IQ and learn more about the results of the study.

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EDUCATION ALUMNI ASSOCIATION AWARDS

The Penn GSE Education Alumni Association (EAA) presented its annual EAA Awards on November 9, 2013, at The Inn at Penn. The awards honor the accomplishments of GSE alumni and other education professionals, recognizing outstanding contributions to Penn GSE and the field of education. To learn more about the awards, visit www.gse.upenn.edu/alumni/awards.

Photos by Darryl W. Moran Photography
“It’s important to me to stay connected to Penn GSE because of the role the School has played in shaping my personal and academic identities. I contribute to the Annual Fund not only as a way to express my gratitude for the impact GSE has had on my life and career, but also to support the experiences of current students.”
—Emily Bailin, GED’10
Benchmark Society Member

The Penn GSE Benchmark Society celebrates our most loyal Annual Fund donors. With their support, the Annual Fund’s impact on student scholarships grows stronger every year. Donors who have given to the Penn GSE Annual Fund every year for the past three or more years are Benchmark Society members.

To learn about member benefits, or to find out if you are already a member, contact: Alison Dixon, Assistant Director of Annual Giving, Major Gifts 215.746.0216 | dalison@gse.upenn.edu