



The Graduate School of Education • University of Pennsylvania

Spring 2008

PennGSE

MAGAZINE

AN ACTION INTELLECTUAL

Carl Kaysen's career has taken
the Penn alum from the
White House to MIT

The Leadership Principal
Penn GSE is preparing
tomorrow's school leaders

CALENDAR OF EVENTS

July 13, 2008

Mid-Career Doctorate in Educational Leadership Welcome

Mid-Career alumni and current students are invited to welcome the new students of Cohort 7 to campus.

12 noon–2:00 pm

3440 Market Street, 5th Floor Conference Center

To RSVP, contact Kristin Passaro at kschomis@gse.upenn.edu

October 31–November 1, 2008

SAVE THE DATE!

Homecoming 2008

Root for the Penn Quakers as they take on the Brown Bears!

January 15–17, 2009

Executive Doctorate in Higher Education

Management Alumni Weekend

For more information about the Exec Doc weekend, contact Ginger O'Neill at gingero@gse.upenn.edu.

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...at the Penn GSE Alumni & Friends website
http://www.gse.upenn.edu/alumni_friends/

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Penn GSE takes the lead in preparing the next generation of educational leaders—the teachers, principals, and superintendents who will shape the future of America’s schools.

By Jennifer Baldino Bonett



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An Action Intellectual

From the White House to the Ivory Tower, Carl Kaysen C’40 Hon’76 has sought practical answers to some of the most vexing problems of the day—and with his recent gift to Penn GSE he continues that effort.

By Nancy Brokaw

On the cover:

Carl Kaysen C’40 Hon’76 is the model of the engaged academic. Trained as an economist at Penn, Kaysen went on to a distinguished career as an advisor in the Kennedy White House, a director of the Institute for Advanced Study, and a professor at the Massachusetts Institute of Technology.

Credit: David H. Wells

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Four years after the tsunami struck in Aceh, Indonesia, Penn GSE Associate Professor Kathy Schultz Gr’91 reflects on the long-term work of rebuilding the educational system there.

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TREVOR DIXON

As many of you know, educational leadership is one of the critical issues facing the K-12 world today. In the next decade, an estimated 40 percent of the country’s principals, and an even higher percentage of superintendents, will be leaving their jobs, and the majority of their replacements will study educational administration at programs offered in schools of education.

Reviews are decidedly mixed for the majority of these programs. A recent report by Arthur Levine, president of the Woodrow Wilson National Fellowship Foundation, reflected the prevailing wisdom that most educational administration programs are vacuous and unconnected to the field. “At a time when America’s schools face a critical demand for effective principals and superintendents,” Levine writes, “the majority of the programs that prepare school leaders range in quality from inadequate to poor.”

As part of one of the world’s great universities, Penn GSE is at the forefront of innovation in preparing tomorrow’s educational leaders. Itself one of the premier research ed schools

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in the country, GSE is leading the way in the development of the ideas and people that will transform American education. We prepare Ph.D. students for careers in the academy, and we produce research and scholarship that informs a broad range of policymakers and practitioners.

And, as you’ll read in this issue of *Penn GSE Magazine*, we prepare students—many of them already high-achieving professionals—for leadership roles in classrooms, schools, and districts. And we aren’t just offering them the conventional choices: Penn GSE’s diverse array of graduate-degree, certification, and professional development programs are deeply connected to practice, each intended to accommodate the specific needs of working professionals.

The Mid-Career Doctorate in Educational Leadership, the Educational Leadership Program for Aspiring Principals, Aspiring Superintendents Program, the Teach for America (TFA) Urban Teacher Master’s and Certification Program, the Annenberg Distributed Leadership Initiative—all are designed to further the leadership careers of practicing teachers and administrators.

With these programs, we have attracted some of the best and the brightest—people already engaged with the

serious work of educational improvement. GSE faculty routinely describe these students as focused, energetic, and committed. Most important, though, our graduates are going on to become true leaders in practice—the Mid-Career program alone has turned out close to 20 new district-level leaders around the country.

In this issue of *Penn GSE Magazine*, you’ll also be reading about a distinguished Penn grad and generous donor to the Graduate School of Education, Carl Kaysen C’40 Hon’76. Although virtually a lifelong academic, Kaysen was drawn to the public sphere. As a young Harvard professor, he worked in the Kennedy White House, and today, at 88, he helps organize research on international security issues—to generate not yet another “academic” study but rather new ideas to inform policy solutions to some of the most serious challenges to global peace.

It was, perhaps, that concern with impact that inspired Carl Kaysen to include the Graduate School of Education in his estate plans. Although not a graduate of GSE, he is concerned about the state of education and, in his practical way, turned to us for ideas about how to help. The gift fund he is establishing will provide scholarship support for Teach for America master’s students at Penn GSE.

TFA is a national teacher corps of recent college graduates who commit two years to teaching in under-resourced public schools. More than two-thirds of its alumni have stayed in the field, either working in schools or studying full-time at places like Penn GSE. Of those who have remained in the schools, more than 275 are serving as school leaders—principals and superintendents.

Since 2005, Penn GSE has been collaborating with Teach for America—all Philadelphia TFA participants are required to attend our executive-style program, either for their teacher certification or, if they elect, for their master’s degree. Specifically designed to prepare them for teaching in urban public schools, our program has proven especially attractive to the TFA corps members: more than 70 percent of them have opted to pursue their master’s while at GSE.

Like other TFA corps members, they are an impressive group of high achievers, and like Carl Kaysen, they are born leaders—people dedicated to having a real impact on their world.

Andy Porter

“Rhodes Scholarship” Program Comes to Penn GSE

When the Woodrow Wilson National Fellowship Foundation set out to create a “Rhodes Scholarship” for teachers, one of the schools they turned to was Penn GSE.

Penn was selected by the Princeton-based foundation as one of four sites nationally to host the new Leonore Annenberg/Woodrow Wilson Teaching Fellowship program.

Described as a national “Rhodes Scholarship” for teaching, the program is designed to encourage Penn graduates in the arts and sciences or related fields like engineering or finance to seek long-term teaching careers in high-need public school classrooms. Candidates who agree to teach for three years in low-income schools will each receive a \$30,000 stipend and one year of graduate education at one of four of the nation’s top teacher-education programs.

Funding is provided through a \$5 million grant from the Annenberg Foundation and a \$1 million grant from Carnegie Corporation of New York. Annenberg Teaching Fellowship programs are also based at Stanford University, the University of Virginia, and the University of Washington.

Faculty from Penn’s School of Arts and Sciences and Graduate School of Education will be involved in the curriculum development and nomination process, seeking candidates who show a commitment to high-need communities, education, and schoolchildren. Penn students who have participated in academically based community service programs through Penn’s Netter Center for Community Partnerships will be encouraged to apply.

The first fellows will be named in spring 2009, begin their master’s work later that academic year, and start classroom teaching in 2010. The fellows will work closely with local school districts to get classroom training during their graduate coursework. Over three years, the program is expected to produce 100 Annenberg Fellows, 25 at each of the participating universities.

The fellowship is named for Leonore Annenberg, the president and chairman of the Annenberg Foundation and a former chief of protocol of the United States.

Fantuzzo Named Greenfield Professor

In February, Penn Provost Ron Daniels appointed Penn GSE Professor John Fantuzzo as the University’s Albert M. Greenfield Professor of Human Relations. The Greenfield professorship was created in 1972 by a gift from the Albert M. Greenfield Foundation for a distinguished scholar in the field of human relations. Fantuzzo is the fourth Penn faculty member to be named to the chair.

“John perfectly embodies the values of the Greenfield professorship,” said Daniels. “His commitment to improving the lives of children has made a meaningful difference in our community and across the country. And it is matched only by his dedication to his own students at Penn, who consistently praise his caring, attentiveness, and dedication.”

Fantuzzo, who joined the GSE faculty in 1988, has devoted his career to helping low-income children in high-risk urban settings. His work with Head Start has identified key risk factors that threaten academic achievement. Working with Dennis Culhane, a professor at the School of Social Policy and Practice, and Trevor Hadley, a professor in the Department of Psychiatry in the School of Medicine, Fantuzzo developed the Kids Integrated Data System (KIDS), which allows investigators to combine records on individual Philadelphia residents to follow them across time, from birth to age 18. Using KIDS, professionals can identify multiple risks and study their impacts on educational outcomes.

Fantuzzo is also working with colleagues on the EPIC project, a large research project to develop a preschool curriculum designed to enhance the school readiness of low-income urban children. In its first trial, the curriculum showed significant improvement in math and reading skills.

“John is an extraordinary scholar and a first-rate University citizen. He’s no fan of public attention, but this recognition is well-earned,” said Penn GSE Dean Andy Porter.



Fantuzzo

CANDACE DICARLO

Going Public

Penn GSE Hosts 29th Annual Ethnography Forum



STUART GOLDENBERG

On February 29, Penn GSE played host to the 29th Ethnography in Education Forum, which annually draws a diverse selection of researchers, graduate students, and practitioners in the fields of education and anthropology.

This year's Forum got off to a thought-provoking start with a keynote address by Carol Lee, a professor of African-American Studies and of Learning Sciences at Northwestern University. Lee's remarks directly addressed the Forum's theme of "Going Public with Ethnography in Education."

Arguing that ethnographic research will gain credibility by making public its methods and reasoning, Lee presented an example from the Cultural Modeling Project. That project, conducted in an urban high school, drew on students' competencies in African-American Vernacular English in engaging with the study of literature.

To make her larger point, Lee showed a videotape of one classroom session focusing on the use of symbolism and then provided her detailed analysis of the interactions among the students and the patterns of thought they revealed.

"We have outcome data," Lee noted, "but to understand how those outcomes are achieved, we need process data." In other words, it's not enough to know whether or not students are learning; we need to understand how.

Lee's keynote kicked off two days' worth of presentations, data analyses, and panel discussions that ranged from "Asian and Asian-American Identities" to "Teacher Education Through Group and Online Communication."

Presenters—gathering at GSE from around the world—spoke to the importance and complexity of the social, cultural, and linguistic life found in schools. For instance, Brian Street and Constant Leung were on hand to share a detailed account of their work in helping non-traditional students negotiate "academic litera-

cies" as they began their careers in higher education. Street, a visiting professor at GSE, chairs the Language in Education division at King's College, London; Leung is a professor of educational linguistics there.

At Friday's Brown Bag, the talk was about making ethnographic findings public as GSE Professor Kathy Hall moderated a panel with Jolley Bruce Christman and Eva Gold, co-founders of Research for Action, a Philadelphia-based non-profit that studies urban school reform. In recounting their efforts to move from evaluation to building public knowledge, Christman and Gold mused on the challenges of "taking complicated research stories and turning them into Power Points."

Faculty consultants facilitated two data analysis sessions, in which participants brainstorm about presenters' data sets. The first session—led by Penn GSE faculty Nancy Hornberger (also the Forum convenor), Betsy Rymes, and Stanton Wortham—focused on studies of student participation and learning at the preschool and elementary level. The second, facilitated by UCLA Professors Frederick Erickson and Kris Gutiérrez and Arcadia Professor Jeffrey Shultz, looked at teachers' identities and practices.

The Friday evening keynote, delivered by University of California-San Diego Professor Hugh Mehan, addressed ways of improving access to higher education. The Saturday morning plenary session focused on practitioner inquiry, with presentations by Steve Fishman (University of North Carolina, Charlotte) and Lucille McCarthy (University of Maryland, Baltimore County).

The Forum wound up on Saturday evening with a "Chat with the SHLEPPERS." The shleppers in question—Mehan, Shultz, and Erickson—reflected on the use of fine-grained analysis of videotaped data in their research.

A student-run event, the Forum was coordinated this year by Educational Linguistics Ph.D. students Julia Deak, Katherine Mortimer, and Karl Swinehart.



STUART GOLDENBERG

Top: Northwestern University Professor Carol Lee kicked off the Forum with the Friday morning keynote.

Above (left to right): Forum Convenor and Penn GSE Professor Nancy Hornberger, King's College Professor Constant Leung, Penn GSE Associate Professors Betsy Rymes and Susan Lytle, and King's College Professor Brian Street after their group presentation, "New Initiatives in Ethnographic Research with English Language Learners."

GSE Professors Promoted

Three GSE faculty members, Marybeth Gasman, Matthew Hartley, and John Puckett, received promotions this semester. In April, Gasman and Hartley were both promoted to the rank of associate professor, with tenure. Gasman is a historian of higher education whose work explores issues pertaining to philanthropy and historically black colleges, black leadership, and African-American giving. Her book *Envisioning Black Colleges: A History of the United Negro College Fund* won the 2008 American Education Research Association (Division J) Outstanding Publication Award.



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Hartley's research and writing focus on issues of organizational change at colleges and universities. He is currently conducting work on how colleges and universities have attempted to advance the academic purpose of civic engagement. In 2006, he received a National Academy of Education/Spencer Postdoctoral Fellowship.

Puckett, a historian of education, was promoted to the rank of full professor in February. His scholarly work focuses on



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civic education, community schooling, and university-community relations. Since coming to Penn in 1987, Puckett has been actively involved in building University partnerships with West Philadelphia schools. He co-authored *Leonard Covello and the Making of Benjamin Franklin High School: Education As If Citizenship Mattered*, with Mike Johaneck, and *Dewey's Dream: Universities and Democracies in an Age of Education Reform*, with Ira Harkavy and Lee Benson.



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Penn GSE Dean Andy Porter (left) and GSE Board of Overseers Chair Joel Greenblatt W'79 W'80 (right) with former chair Judy Berkowitz CW'64 at the October 19 reception honoring Berkowitz's service to the School. Berkowitz joined GSE's Board in 1995 and served as chair for nine years.

Kudos . . .

In September, Assistant Professor **Sigal Ben-Porath** will attend the Salzburg Seminar "Peace-Making and Peace-Building: Securing the Contributions of Women and Civil Society" as Penn's 2008 Salzburg Presidential Fellow....

Professor **Bob Boruch** was the featured lecturer at the Distinguished Speaker Series in Science and Humanities at Microsoft Research Asia in Beijing in March.... Associate Professor **Yuko Butler** has



Boruch

received a fellowship from the National Institute of Japanese Language/Hakuho Foundation for her study entitled "An Analysis of Japanese Academic Language for Elementary School Students."... On April 14, Assistant Professor **Shaun Harper** was on Capitol Hill to give a presentation on Black Male College Success and Education Policy at a forum convened by the President of the National Education Association and education policy advisors for Senator Edward Kennedy and Rep. Eddie Bernice Johnson. Earlier in the year, Harper delivered the eighth annual Samuel DuBois Cook Society Lecture at Duke University. His lecture focused on college access, social capital, and anti-deficit perspectives of Black male student success.... Dean **Andy Porter** has been invited to serve on the board of trustees of the William T. Grant Foundation.... The Great Expectations project, co-directed by Adjunct



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Harper

Associate Professor **Harris Sokoloff**, took second place in the National Headliner Awards in the Journalistic Innovation category this year.... Associate Professor **Jon Supovitz's** book *The Case for District-Based Reform* received the 2008 Outstanding Research and Publication Award [book category] from the American Education Research Association's Districts in Research and Reform Special Interest Group.

Penn Alexander: In the Winners' Circle



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On February 25, the Penn Alexander School hosted a delegation of local and state officials, community leaders, and educators from New York City. Here, Randi Weingarden, president of the United Federation of Teachers, with PAS student Chloe Epstein. After touring the school, Weingarden and her fellow New Yorkers attended a panel presentation featuring Philadelphia elected officials, the president of the Philadelphia Federation of Teachers, and representatives from the University and the school district.

The accolades—and the awards—keep rolling in at the Penn Alexander School (PAS) as students there take home the honors in a number of citywide contests.

At the School District of Philadelphia *Computer Science Fair*, PAS students swept the first- and second-place awards in several categories. Placing first, in the desktop publishing category, were Hannah Schill, Fahmida Sarmin, Noor Jemy, with their “Expressions” literary magazine and, in website design, Farzana Rahman with The Expedition of Lewis and Clark website. Second-place honors went to Shakira Bowman for her children’s book about Sadie

Alexander (graphic design); Asaad Ali, Alexei Lalevic, and Victoria Pham for PAS News (multimedia podcast); and Imani Johnson, in her “A Trip to Ancient Egypt” (digital movie).

“These projects are the end result of countless hours of before- and after-school effort by both students and teachers,” said PAS Principal Sheila Sydnor. “I am really proud of our students for taking advantage of opportunities.”

At the *Scripps Regional Spelling Bee*, eighth-grader Hannah Schill placed first, winning the honor of heading to the national competition. Sydnor reported being particularly proud of her student’s sportsmanship as the first thing Schill did after being declared the winner was to hug the runner-up.

In the city’s 29th *George Washington Carver Science Fair*, for grades 7-12, students took home 14 awards—including a Best of Fair showing for eighth-grader Fahmida Sarmin. PAS students placed first in three categories (Sarmin in Behavioral Science, eighth-grader Farzana Rahman in Botany, and seventh-grader Umar Farooqui in Microbiology).

In the Lower School competition, PAS took home ten awards, including three first-place and three special awards. First-place awards went to Jad Blaik in the physical science (4th grade) category, Cordelia Ilton in earth science (5th grade), and Alex Dittmar in physical science (6th grade).

Lytle to Lead West Philly Work

Penn GSE Practice Professor James H. “Torch” Lytle has taken on the responsibility of coordinating and leading the School’s work with schools in West Philadelphia. Lytle, an experienced education leader who has been a teacher, principal, and superintendent, is well-known and respected in the Philadelphia-area community of educators. Before joining the faculty at GSE, he served as superintendent of the Trenton, New Jersey, public schools.

“Torch is the perfect person for this position,” said Dean Andy Porter, “and we are very fortunate that he has accepted this challenge.” Porter also thanked Assistant Professor Sigal Ben-Porath, who had filled this role on an interim basis, and Practice Professor Jeanne Vissa, who co-directed the Penn Partnership Schools.



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Lytle



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Hornberger

Hornberger Receives Provost's Award

Penn GSE Professor Nancy Hornberger has been selected as one of the recipients of the 2007-08 Provost's Award for Distinguished Ph.D. Teaching and Mentoring. Designed to honor faculty who mentor Ph.D. students, this prize is intended to underscore Penn's strategic emphasis on graduate education. Among the qualities considered are distinguished research, success in collaborating on doctoral committees and graduate groups, the ability to attract outstanding doctoral students, and a record of successful doctoral placements.

In addition, the American Association for Applied Linguistics (AAAL) has also recognized Hornberger's accomplishments, selecting her as the 2008 recipient of the AAAL Distinguished Service and Scholarship Award. The award honors a distinguished scholar for scholarship and service to the profession in general and to the AAAL in particular.

GSE Launches International Ed Development Program

Working in the field of international educational development requires analysts who can negotiate a broad range of stakeholders—academic researchers, policymakers, donor organizations, NGOs, activists, practitioners, and local citizens.

To prepare educational professionals for work on the global stage, Penn GSE is launching a new master's program, International Education Development. Penn GSE Professor Kathy Hall and Senior Fellow Alan Ruby are overseeing the program, with faculty members participating from across GSE.

"The program draws on the strengths of GSE faculty as well as Penn's area centers—in South Asia, East Asia, African Studies, Africana Studies, Latin America," said Hall. "Working with faculty from these areas, students will learn the substantive, methodological, and professional skills they'll need to navigate international, state, and local organizations in the global arena."

The program, which will be welcoming its first students this fall, will provide students with a foundational knowledge of the history of international development, an understanding of comparative educational policy and practice, familiarity with the dynamics of educational change, and quantitative and qualitative research and evaluation skills.

Program graduates will be prepared to pursue careers in the UN family of organizations, international aid agencies, non-governmental groups interested in education and human development, and national and provincial government education agencies.



Maridada

Superintendent of the Year

Thomas Maridada, a student in the Mid-Career Doctorate in Educational Leadership program and superintendent of the Inkster (MI) Public Schools, has been selected as the 2008 Michigan Superintendent of the Year.

Chosen from a field of seven, he was cited for his tireless efforts and "no-excuses" attitude.

Under Maridada's leadership, the district has made adequate yearly progress in all schools K-8 for two years in a row. Not only that, but for the first time in 15 years, the district saw a 100 percent graduation rate—with every graduate receiving an acceptance letter from a college or university.

In addition, he helped effect the passage of a new millage to fund a \$6-million capital improvement plan. According to Maridada's nomination letter, "Every building has been repaired and now every school is wireless, which allows our kids to have unprecedented access to technology. His 'can-do' attitude has made the community catch fire with hope. Now, school performances, events, and games are packed wall to wall with parents and community leaders."

In 2004, Maridada was hired as a consultant to the failing district. He was named superintendent in 2005. Before that, he served as a principal and later as director of Curriculum, Professional Development and Learning Services for Wayne County Regional Educational Service Agency.

Reflecting on his experience, Maridada has written, "Although we talk about the need for standards in schools, I have discovered that when you give children a dose of excellence, and they are allowed to think critically, unfettered, they will crave after knowledge like a man thirsts after water in a desert."

the leadership principal

By Jennifer Baldino Bonett

CANDACE DICARLO



What kind of people become K-12 leaders? Motivators. Movers. Shakers. Collaborators. Communicators. Constant learners.

These answers came easily to the Philadelphia School District teachers and principals gathered at the Penn Center for Educational Leadership. After all, leadership is a topic to which they are deeply committed. Constant learners themselves, these elementary and secondary school educators have agreed to dedicate approximately 100 hours over the course of a year to leadership training in a bold new initiative called the Annenberg Distributed Leadership Program.

Distributed leadership is a new way of thinking about responsibility and creativity in schools. The Graduate School of Education is assuming a pioneering role in learning how this approach and others can redefine leadership in K-12 schools. According to many thought leaders in the field, this qualifies as a national necessity.

“That K-12 leadership has shown to be crucial to the success of student achievement cannot be overempha-

sized,” says Penn GSE Dean Andy Porter. “And, arguably, one of the major challenges in urban schools is leadership—particularly grooming and retaining the best people. GSE is positioned to conduct research and training in this critical area with a very clear purpose—to produce top-notch leaders in education.”

GSE has designed an array of programs in educational leadership and is home to some of the most innovative thinking in the field. Clearly, the time is ripe. A 2007 GSE committee on leadership in education, led by James H. “Torch” Lytle, practice professor of education, puts the matter into perspective:

“As federal, state, and local pressures mount for school leaders to produce results, the field is in ferment,” the committee reports in its position paper. The committee cites a recent telling comment from Henry Levin, an expert in economics and education at Columbia University, who

Left:Carolynn Jackson, principal of Martha Washington Elementary School, making a point in an Annenberg Distributed Leadership training workshop.

asserts that “the demands on educational leaders have shifted and accelerated so fast that their associated fields of research, training, and practice cannot keep the pace.”

GSE is preparing students not only to keep the pace, but to exceed it. As the leadership in education committee notes, all GSE students are expected to exercise leadership in their future professional roles: primed by their scholarship and training at GSE, “one can go on from GSE to be a leader in one’s field, a principal or a college president.”

GSE’s palette of educational leadership programs includes the Mid-Career Doctorate in Educational Leadership; master’s-level programs for aspiring principals and aspiring superintendents; the first-of-its-kind Executive Program in Work-Based Learning Leadership in conjunction with the Wharton School; and the Executive Doctorate in Higher Education.

Making Changes Mid-Stream

Designed for working teachers, principals, and higher education personnel, the programs offer non-traditional weekend and evening scheduling; customized course offerings; organization by student cohort; and, for doctoral programs, dedicated dissertation research support. The programs report strong and diverse applicant pools, exceptional program completion rates, and extraordinary student satisfaction.

Delvin M. Dinkins GrEd’05 was in the first cohort of the Mid-Career Doctoral Program, designed for experienced educators interested in leading the transformation of public and private educational organizations. Dinkins was a principal in the Tredyffrin/Easttown School District and, like many of the students in the program, already had some professional development in leadership.

Among the first of its kind, the Mid-Career Doctoral Program appealed to Dinkins “because I always understood that I could contribute to the lives of people beyond the walls of my classroom and outside the oval of the track where I coached,” he says. “Leaders are challenged more than ever to deliver on their schools’ promises of an education for the 21st century. But delivering on this promise is next to impossible without the tools, infrastructure, or public confidence. Leaders, more than ever before, have to figure out ways to reach all kids and teachers in spite of—or because of—the circumstances in which they learn and teach.”

A long-time “fan” of Penn, Dinkins says he chose the Mid-Career Doctoral Program for its “smart, innovative structure.” Led by GSE Senior Fellow Mike JohaneK, the program is organized by modules in instructional leadership, organizational leadership, evidence-based leadership, and public leadership. The program, established in 2002, recruited its seventh cohort this year.

JohaneK provides a quick snapshot of this year’s class—a fairly typical one for the program. The cohort has an estimated 500 years of total experience, with most coming from the public school world. While students come from all levels of the educational system—elementary, middle school, high school, district offices—the single largest group (44 percent) heads schools.

The cohort structure is a distinguishing feature of the program, offering unique peer support during the 36-month learning and dissertation period and among alumni of the program.

“I understood from the start that the program would offer a degree of rigor and create the kind of intellectual

In the Beginning: The Philadelphia Writing Project

In 1986, GSE’s first teacher leadership education program launched with the Philadelphia Writing Project (PhilWP). A site of the National Writing Project, PhilWP is an ever-growing teacher network of more than 600 K-12 teacher-consultants from the School District of Philadelphia who work with District teachers and other educators to explore literacy, writing, teaching, and learning in their classrooms and schools regardless of grade or discipline.

Having “teachers teach teachers” was the guiding principle of PhilWP, says Associate Professor Susan Lytle, founding director of the program. When she started the Philadelphia Writing Project, “the idea was novel—to support teacher leadership by helping teachers learn to lead from the classroom, by working with each other in an intellectual community, by expanding the notion of practice.” For the first time, she says, teachers understood that they could be “leaders not only in the classroom, but that they could be key in school change efforts.”

Each year, PhilWP selects a teacher-consultant to serve full-time as the PhilWP Scholar at GSE. Supported by a fellowship provided in part by the GSE Dean, the scholar spends two semesters on leave from the School District of Philadelphia to take graduate-level courses through the Reading, Writing, and Literacy Program in the Language and Literacy in Education Division or through the Foundations and Practices of Education Division. Five former PhilWP Scholars have completed their doctoral programs and continue to work in schools and universities across the country.

Now in its third decade, the Philadelphia Writing Project “is everywhere in the sense that it has had an influence on a whole generation of graduate students,” says Lytle, including some who have gone on to highly successful academic careers using teacher leadership and inquiry.

“I understood from the start that the program would ... create the kind of intellectual community I would appreciate,” says Dinkins. “I also knew that ... GSE’s commitment to practitioner inquiry would challenge and energize me.”

community that I would appreciate,” says Dinkins. “I also knew that the University’s insistence on academic excellence and GSE’s commitment to practitioner inquiry would challenge and energize me.”

The program incorporates Penn’s key assets—superlative faculty, interdisciplinary study, and urban location—with the professional and life experiences the students bring to the table. “Our students are the glue between theory and practice,” says Johaneck. “The program honors the deep desire for intellectual work that isn’t separate from practice. Our students explore how to carry that out into their own schools and districts.”

Most graduates of the program are already in influential administrative positions by graduation, with increased prospects for career advancement. (Some 70 percent of the students have advanced since starting the program.)

Dinkins has since become director of electronic learning and career education for his school district. He credits the Mid-Career Doctoral Program for the distinctive skills he brings to his new leadership position.

“I now know more than ever how important it is for peo-

Delvin Dinkins GrEd’05 was in the first cohort of the Mid-Career Doctoral Program. He is now director of electronic learning and career education for the Tredyffrin/Easttown (PA) school district.



DAVID DEBALCO

ple to interrogate norms, beliefs, and practices that perhaps contributed to challenges we find to be intractable,” he says. The Mid-Career program emphasized for me good critically reflective practice. More than ever before, I have the strong presence to ask hard questions, make painful—and painfully obvious—observations, and push thinking.”

Charting a New Course

“This is not work for the faint-hearted. To do it well requires a calm disposition and trust-building skills of a

New Assessment Tool To Evaluate Principals

As we go to press, a new leadership assessment tool co-developed by GSE Dean Andy Porter is being tested among principals of 300 schools nationwide. Porter, an expert in psychometrics and quantitative assessment, started work on the innovative assessment tool with Wallace Foundation support and with colleagues Joseph Murphy, Ellen Goldring, and Steve Elliott while he was at Vanderbilt University.

The Vanderbilt Assessment of Leadership in Education, or VAL-ED, is a 30-minute paper and on-line assessment that uses a multi-rater, evidence-based approach to measure the effectiveness of school leadership behaviors known to influence teacher performance and student learning.

Nearly every school district in the country requires evaluations of its principals or leadership teams. And while many states and some school districts have developed their own assessment tools, they tend to be “disparate and uneven,” says Porter. Further, the Vanderbilt team wrote, few have a “conceptual framework based on how leaders improve student learning.”

VAL-ED stands apart as the first leadership assessment tool that is “psychometrically sound,” explains Porter, lending itself to validity and reliability across school settings. VAL-ED provides a 360-degree assessment, which means the teachers, the principal, and the principal’s supervisor respond to a behavior inventory measuring how well a principal achieves six *core components* significant to student achievement:

- **High standards for student learning:** Individual, team, and school goals for rigorous academic and social learning are set.
- **Rigorous curriculum:** Ambitious academic content is provided to all students in core academic subjects.
- **Quality instruction:** Effective instructional practices maximize academic and social learning.
- **Culture of learning and professional behavior:** Communities of professional practice promote student academic and social learning. A healthy school environment makes student learning the central focus.

mediator combined with steely determination and perseverance of an innovator.”—Ellen Guiney, from *Becoming a Literacy Leader: Supporting Learning and Change*.

When presenter and literacy expert Patricia Baxter WEv'98 WEv'04 flashed this quote on the screen, a room full of teachers and principals nodded their heads in agreement. The group, from the School District of Philadelphia, had come together at the Annenberg Distributed Leadership Program because they knew something had to change in the challenged district, and they had signed up to help make it happen.

Like many school districts, Philadelphia is focused on education leadership as a significant part of its plans to improve school performance. And as in many districts, these efforts have been hindered by a high rate of turnover among school leaders.

With a \$4.9 million grant from the Annenberg Foundation, the Penn Center for Educational Leadership is working to help school districts by offering an alternative model—one that explores the potential of shared, or “distributed,” leadership. The Distributed Leadership Program at GSE is a four-year project demonstrating that school leadership is a collaborative endeavor, explains John DeFlaminis, executive director of the Penn Center for Educational Leadership and director of the Distributed Leadership Program.

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CANDACE DICARLO

Penn GSE Professor Jeanne Vissa (center) confers with Philadelphia teacher-leaders Gwendolyn Dudley and Priscilla Blount, both participants in the distributed leadership initiative.

- **Connections to external communities:** Schools forge linkages to families and other people and institutions in the community that advance academic and social learning.
- **Performance accountability:** Leadership holds itself and others responsible for realizing high standards of student academic and social performance. The professional staff and the school's students exercise individual and collective responsibility.

VAL-ED also measures *key processes*—or how leaders create those core components:

Planning—Articulates shared direction and coherent policies, practices, and procedures for realizing high standards of student performance.

Implementing—Engages people, ideas, and resources to put into practice the activities necessary to realize high standards for student performance.

Supporting—Creates enabling conditions; secures and uses the financial, political, technological, and human resources necessary to promote academic and social learning.

Advocating—Promotes the diverse needs of students within and beyond the school.

Communicating—Develops, uses, and maintains systems of exchange among members of the school and with its external communities.

Monitoring—Systematically collects and analyzes data to make judgments that guide decisions and actions for continuous improvement.

VAL-ED is already gaining momentum. After *Education Week* featured VAL-ED on its front page in January, the team was inundated with requests about the pioneering assessment tool.

“It is a unique diagnostic to assess leadership, set national norms, and perfect standards,” says Porter. “It has the potential to shape educational leadership in schools and districts all over the country.”

The VAL-ED team is in discussions to market the tool in 2009. To learn more, visit <http://www.vanderbilt.edu/lsl/valed/why.html>.



An Action Intellectual

Throughout his long career, Carl Kaysen C'40 Hon'76 has balanced the life of the intellect with the life of action—and his recent gift to Penn GSE reflects those values.

“It’s a long way from Overbrook,” says Carl Kaysen C’40 Hon’76. He’s talking about his experiences in the Kennedy White House, working and socializing with some of the best and the brightest—people whose names are in the history books. People like John Kenneth Galbraith, Averell Harriman, McGeorge Bundy, and, of course, JFK himself.

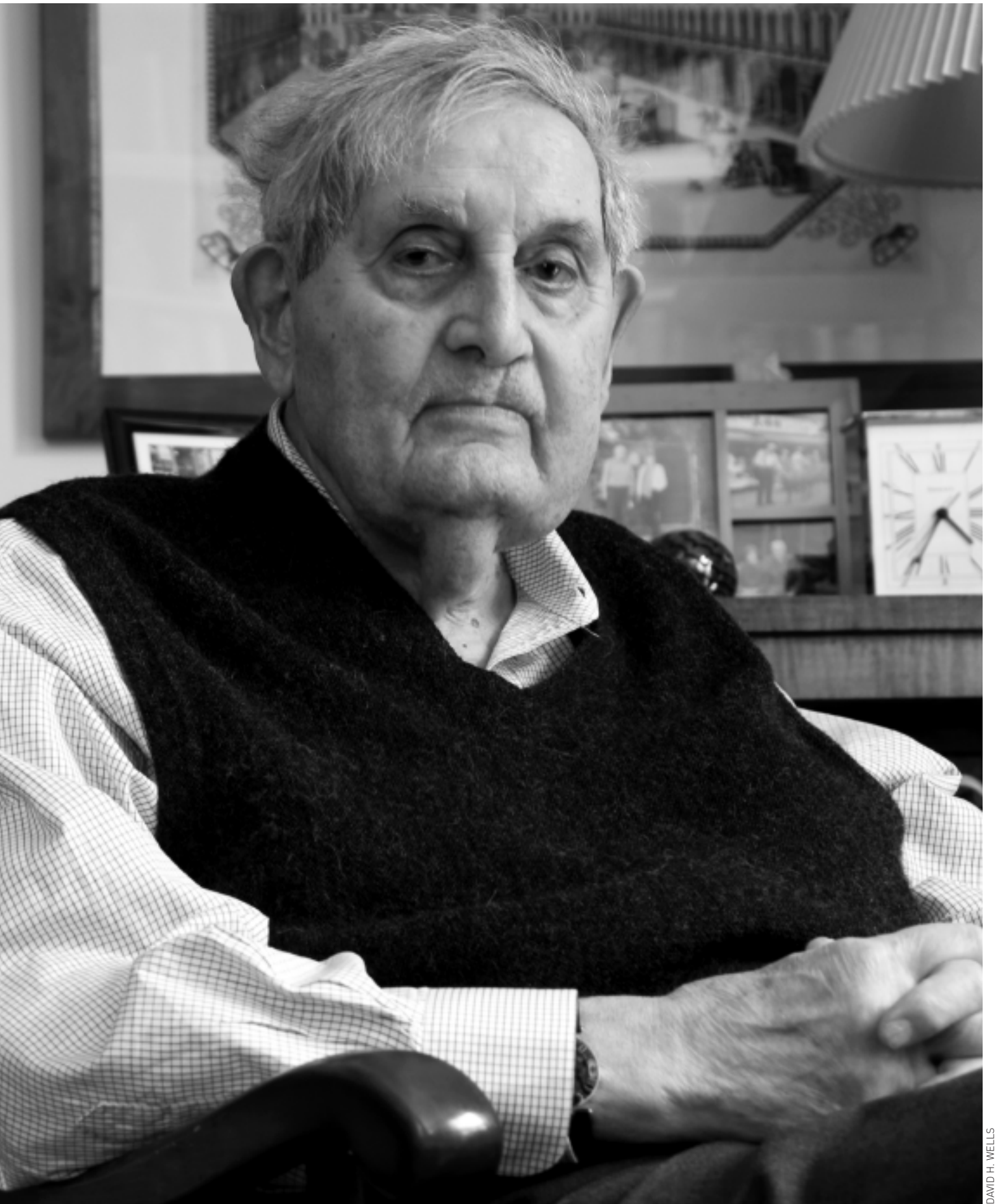
Back in 1936, though, Kaysen was a Philadelphia boy who had just graduated from Overbrook High School. From his earliest years, his parents stressed the importance of education, and he did, to say the least, do well in school: he graduated first in his class.

Even so, he might have been surprised back then to learn that, some 30 years later, he would be hailed as one of the country’s “Action Intellectuals” by *Life Magazine*.

It’s a label that captures the essence of a career that has balanced the life of the mind with the demands of the real world. As a young scholar, he worked as a law clerk on an antitrust suit—and then wrote a dissertation based on his analysis. As a Harvard-trained economist, he served a stint in the White House—and worked on both security issues and international economic policy. As director of the Institute for Advanced Study, he led a place dedicated to “pure thinking”—and founded a school there dedicated to the social sciences, a field with more-practical applications.

As Penn President Amy Gutmann observes, “Carl Kaysen’s stellar career radiates with the core values of our Penn education: putting knowledge to work across disciplines to solve global problems at the highest level, and providing lifelong service to the public good. What greater role model and benefactor could we desire for those who will be our society’s future leaders than this extraordinarily accomplished and generous son of Penn!”

By Nancy Brokaw



DAVID H. WELLS

As Kaysen himself says in describing his chosen discipline, “Unless you’re a very good pure theorist, you’re a better economist if you have had some engagement with the real world.”

The Penn Experience

As the top graduate in his high school class, Kaysen received a four-year scholarship to the University of Pennsylvania. As he recalls today, “It was a pretty depressed time, and the idea that I could go to Penn for the cost of a trolley fare—in the middle of the Depression—was pretty attractive.”

The first member of his family to attend college, Kaysen made the most of his time at Penn: he was a member of Penn’s distinguished Philomathean Society, excelled in his classes, and, in 1940, graduated Phi Beta Kappa.

Just after graduation, he married another Penn grad, Annette Neutra CW’40—“my high school and college sweetheart,” he explains—and then accepted his first job as an economist, working at the National Bureau of Economic Research. At the same time, he enrolled as a part-time graduate student in economics at Columbia University and started down the road to an academic career.

A year later, on December 7, 1941, the Japanese bombed Pearl Harbor and the country prepared for battle.

The War Years

Like just about everyone else, Kaysen soon found himself working for the war effort. Unlike so many young men his age, he was destined for high-level work. Assigned to the Office of Strategic Services (OSS) and later Army Air Force intelligence, Kaysen had top-secret security clearance, with access to the Enigma radio intercepts.

The precursor of the Central Intelligence Agency, the OSS was a wartime creation, and Kaysen was there virtually from the start. His first assignment was in Washington, D.C.: “We worked on all kinds of strange things,” he explains, “I wrote a paper, for instance, on the capacity of the Manchurian railway system to sustain a Japanese army invasion of eastern Siberia.”

In the fall of 1942, the OSS set up a unit in London, and Kaysen, with an Air Force battlefield commission in hand, joined up. As an economist, he was asked to draw on his knowledge of industrial economics to help target German bombing sites. Recalling that time, he says, “It was a small group, very intense, very hard-working, operating at a very high level, feeling that we were involved in very important events.”

Illustrating the point, he continues, “We were involved in the big arguments about what the air force should do to support the [D-Day] invasion. At one point, this meant sitting in a room with [General Carl] Spaatz, the commander of the U.S. Air Force, [Air Chief Marshal Arthur]

Tedder, the deputy commander, and Eisenhower. So it was a very exciting experience. And I was really a kid.”

The Academic Life

After the war, Kaysen returned to academia, studying for his doctoral degree in economics at Harvard. There, he was selected for Harvard’s famed Society of Fellows, which brings together young scholars for three years to pursue their studies, “free of formal requirements.” To promote the free flow of ideas, the Society hosts weekly dinners and regular luncheons meant to encourage informal discussions between scholars in different fields.

Speaking of the experience, Kaysen told *Time Magazine*, “I was able to range more widely and do things I would not have done as a conventional graduate student.” As befits a member of the Society of Fellows, he pursued cross-disciplinary research in the areas where economics, sociology, politics, and law meet.

The broad range of his intellect first became apparent in his dissertation work. In 1950, U.S. District Court Judge Charles Wyzanski tapped the young economist as his law clerk. The appointment was unprecedented—Kaysen had no law degree—but proved prescient. Kaysen’s research focused on the regulation of markets by antitrust laws, and the case, *U.S. vs. United Shoe Machinery Corp.*, was one of the landmark decisions in antitrust law.

Once the dust had settled—Wyzanski, following the broad thrust of his clerk’s argument, delivered a split decision—Kaysen published his analysis as his dissertation study. He and Annette settled into Cambridge and Kaysen began what he assumed would be the intellectually exciting but otherwise quiet life of a Harvard professor.

But in 1959, a young U.S. senator from Massachusetts by the name of John F. Kennedy began his run for the presidency. The campaign organized a series of discussion groups at Kennedy’s alma mater, and Kaysen was invited to attend. Recalling one of those sessions, Kaysen has said, “The group covered everything from people talking about conservation to people talking about the nuclear test-ban treaty. All of us were absolutely tremendously impressed with the speed at which Kennedy picked up whatever was said and the penetrating quality of the questions he asked.”

Two years later, Kaysen got a call from the White House. It was McGeorge Bundy, an old friend from Harvard who had signed on as Kennedy’s National Security Advisor: “I’m having a good time and I need help,” Bundy said.

“My first response to him,” says Kaysen, “was, ‘Mac, I’m teaching two courses that start next week, and I can’t go down till the end of the term.’”

The White House

The semester over, Kaysen found himself in the Kennedy White House with the title of Deputy Special

“The Kennedy Administration was very flexible.... We stuck our nose into each other’s business when the impulse moved us.”

Assistant for National Security Affairs. But, as he recalls, “the boundaries were not hard and fast.... The Kennedy Administration was very flexible. The White House was quite an informal place. We stuck our nose into each other’s business when the impulse moved us.”

That kind of flexibility would prove invaluable in the days to come. Kaysen’s tenure in the White House took place during some of the coldest days of the Cold War—the Bay of Pigs invasion took place in April 1961 and the Berlin Wall was erected that August. Then, in October 1962, an American U-2 reconnaissance aircraft revealed Soviet nuclear warheads in Cuba, and the Kennedy White House became consumed by the Cuban Missile Crisis.

In the midst of the turmoil, Kaysen became, as Bundy would later describe, the person “in charge of the rest of the world.” Chief among the other matters he had to deal with was the Chinese invasion of India in October. Right at the time that Kennedy and his advisors were engaged in high-stakes negotiations with the Soviet Union over Cuba, the Chinese army was routing the Indians and advancing several hundred miles into Assam.

Kaysen took the call from a panicked Indian ambassador, who was insisting on seeing JFK to deliver a long letter—some eight or nine pages, as Kaysen recalls—from Indian Prime Minister Jawaharlal Nehru. Kaysen’s memory of delivering that letter is, he says, “a story that I treasure.”

He found the Kennedys in the residence, Mrs. Kennedy enjoying a glass of wine and the President sticking to milk. “Mrs. Kennedy asked me whether I wanted a glass of wine.... I declined. I thought I better not I sat there and he was reading this letter and he was turning each page over to Jackie. It had quite a disturbing tone, and it asked for the loan of B-52 bombers to bomb China. And when Mrs. Kennedy started to read this part, she said, ‘I thought Nehru was such a peaceable fellow.’”

The next day, it was decided that Kaysen should accompany Averell Harriman, who was then Undersecretary of State for Political Affairs, to India “to talk Nehru down.” Like the other crisis of that year, the situation along the Chinese-Indian border settled into an uneasy peace. The Chinese soon declared a ceasefire, but the status of some disputed territory remains ambiguous even today.

The High Point

In July 1963, Kaysen traveled to Moscow as part of the team negotiating the limited nuclear test-ban treaty—an experience he would later describe as “the high point” of his

career. In the era of fallout shelters and “duck and cover,” the threat of nuclear war was very much in the air, with the U.S. and the Soviet Union engaged in an increasingly heated-up arms race.

In his White House role, Kaysen was arguing for a slow-down of the build-up. In an oral history interview for the JFK library, he later recalled, “I had in mind ... that you couldn’t take the Soviet level of effort as given, that it would respond to ours, and that if we both ended up with much bigger levels of effort, it might make the disarmament process much more difficult and less likely to occur.”

The Moscow treaty represented a small step in that direction: the end of an arduous, eight-year effort, the agreement prohibited nuclear weapons tests “or any other nuclear explosion” in the atmosphere, in outer space, and under water. Although it didn’t ban testing outright, it did establish an important precedent that paved the way for future limitations. The process it began was to continue with the 1968 Nuclear Non-proliferation Treaty and the 1996 Comprehensive Nuclear Test Ban Treaty (which the U.S. has signed but not ratified).

In the fall of 1963, Kaysen returned to Harvard but continued to consult with the White House. Kaysen has recounted his memories of one particular meeting he participated in that year: “At twelve o’clock on November 22, 1963, we were having a meeting in Bob McNamara’s office.... A sergeant came in and said something in McNamara’s ear. He went out. He came back. His face was whiter than your shirt. What everybody instantly thought—and I talked to several people after this—is ‘There’s been a nuclear attack.’”

The news, of course, was that Kennedy had been shot in Dallas.

The Ivory Tower

For a time, Kaysen continued as a White House advisor, chairing the President’s Task Force on Foreign Economic Policy. But he was soon to trade in the rough-and-tumble of Washington politics for the rough-and-tumble of academic politics. In 1966, he was named director of the Institute for Advanced Study, the ivory-towered sanctuary devoted to pure thinking located in Princeton. The intellectual home of Albert Einstein, Niels Bohr, and Robert J. Oppenheimer,



Carl Kaysen C’40 Hon’76 was featured in an article written by Theodore H. White for the June 9, 1967 issue of *Life Magazine*. White described Kaysen as “a friendly and talkative economist whom an eminent colleague characterized as ‘the most perfectly informed man I have ever known.’”

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“An Impact We Could Not Predict”

Four years after the tsunami struck in Indonesia, Penn GSE Associate Professor Kathy Schultz Gr’91 reflects on the long-term work of rebuilding the educational system there

By Aaron Olson



Penn GSE Associate Professor Kathy Schultz Gr’91 in a workshop session in 2007.

“At the school where we had been working all day, there had been 17 classes with 40 children in each class before the tsunami and eight classes with about 20 children in each class afterwards.”

—Kathy Schultz

For the fourth year running, Penn GSE Associate Professor Kathy Schultz Gr’91 was reporting back from Aceh, the Indonesian province that was so hard hit in the 2004 tsunami. Since July 2005, Schultz and an assortment of GSE faculty and students had been Penn’s on-the-ground response to that disaster, focusing on rebuilding the educational infrastructure in the area.

At first those efforts focused on triage. When GSE first traveled to Aceh, just six months after the tsunami, the work was about emergency relief. Six volunteers worked with over 100 Achenese teachers from across the province, introducing them to literacy, science, and mathematics methods and foundational ideas about teaching and learning.

Working in partnership with the International Rescue Committee (IRC) and with funding from Pearson plc, Schultz and her team developed that approach in response to the severe teacher shortage that resulted from the tsunami. With the loss of so much of its teaching force, the province needed to prepare replacement teachers, and the GSE team introduced Western child-centered methods to “master teachers” who would in turn mentor their new colleagues. The teachers returned to their schools with new materials, new ways of teaching learned by participating in new learning contexts, and new ideas about how to make their teaching more responsive to children.

“As teachers became writers, mathematicians and scientists—composing stories and writing books, conducting experiments—we witnessed their joy in discovering new ideas. The work this year was subtler, yet we hope more enduring. Rather than giving away ideas, we worked to build structures that will support the teachers to work together for educational change.”

—Kathy Schultz

team introduced “collaborative mentoring” to the Achenese, in which teachers work with each other to share knowledge and help one another address challenges in their classrooms. In addition, the workshops featured processes used in GSE’s teacher education programs to plan units collaboratively and also introduced the teachers to a Japanese system called Lesson Study. But, explains Schultz, “Last year we were only able to spend one day with each group of teachers.”

In March of this year, Schultz made her fourth trip—the last to be funded by the Pearson gift—to the region. And, this time, she asked for two-day sessions.

Says Schultz, “On the first day we demonstrated the processes, drawing the teachers into the work. On the second day we asked the teachers themselves to plan together and lead the workshop. Our goal—similar to prior years—was to find ways for the teachers to continue to teach new teachers the processes.”

Like so many of the international aid organizations, the IRC recently left the region, while its partner organization, the Consortium for Assistance and Recovery toward Development in Indonesia (CARDI), will depart in the fall.

But Schultz is optimistic that Penn’s involvement in the recovery efforts has made a positive impact. The long-term goal of the program, she says, was to spur a self-sustaining professional development movement in the region—to provide teachers with the tools and the ability to share and improve their knowledge of teaching, children, and curriculum. Says Schultz, “Ultimately we wanted to make ourselves obsolete. We hoped the teachers would adapt and use the ideas we introduced to improve their pedagogical practices.”

And while IRC and CARDI will be gone from the scene, Schultz hopes to continue to visit and

In two subsequent visits, Schultz and her colleagues turned their energies to deepening and strengthening the new educational ideas and frameworks, and sustaining the growth of the educational improvements.

“In Aceh,” Schultz explains, “there is a professional development system, called the *gugus*, that brings teachers together from several schools in a geographic area. Our goal was to introduce a set of processes that could be used in schools or during the *gugus* meetings to help revitalize the educational system.”

For instance, during last year’s sessions, the GSE

“The school caretaker was on the school grounds when he saw the wave. He climbed over a very high fence and onto a nearby porch. His wife and five children died and he didn't work for two years because he didn't see a reason to keep working. This past year the head teacher of the school invited him back.”

—Kathy Schultz

work with teachers. She concludes, “One of our greatest challenges was teaching across the cultural and language barriers that often seemed to obscure meaning and leave us more questions than answers about the efficacy of our work.... Yet in small moments, and often through nods and smiles, participants conveyed gratitude and understanding, suggesting that the ideas might travel to places we couldn’t imagine and have an impact we could not predict.” ■



In 2006, Achenese schoolgirls learning to read.

1930s

Harold B. Heine W'34 and **Gladys Feinstein Heine Ed'36**, of Cherry Hill, New Jersey, celebrated their 70th wedding anniversary in early November; they had met at Penn. An article on their life together appeared in *The Courier Post* last December.

1950s

Lee Ducat Ed'54 received a Distinguished Daughters of Pennsylvania Award, which is “presented to selected women of Pennsylvania, identified as bringing honor, character, and prosperity to the Commonwealth through their outstanding voluntary and professional contributions.” She is known for promoting research into diabetes for over 37 years. In 1970, she set up the Juvenile Diabetes Foundation in Philadelphia, followed by the National Juvenile Diabetes Foundation in 1972 and the International Juvenile Diabetes Foundation in 1975. She is founding president of the National Disease Research Interchange, which rescues donated human tissues that would have been discarded and sends them to leading research laboratories across the country. She also founded the Human Biological Data Interchange, which uses family research to explore the genetic base of diseases.

1960s

Paul G. Humber C'64 GEd'65 edited *Reasons to Affirm a Young Earth*, which was published last year by CR Ministries; more than 40 contributors participated in the work. For inquiries, write to paulhumber@verizon.net.

Lynn Auerbach Kaplan GEd'66 lives in Duncansville, Pennsylvania, with husband **Steve Kaplan C'58 M'62**. They are both retired and love travel and taking classes at Penn State. Lynn is very active in the PA Bichon Frise Rescue. She is also a PA Advocacy Rep for the American Heart Association. Their oldest daughter was born at HUP and is a 1991 Penn grad. They have three grown children.

1970s

Andrew Gilman C'73 GEd'73 has received the 2007 Educator/Trainer of the Year from *PR News*, a public relations and corporate communications industry trade magazine. Andrew, the CEO of CommCore Consulting Group, was recognized for more than 30 years of teaching excellence—23 of which have been spent at the helm of CommCore Consulting Group, the nation's largest specialist firm devoted to media and presentation training. Andrew says, “I've had careers as a teacher, lawyer, and media consultant. The common thread is my love of teaching.”

Pamela Trotman Reid Gr'75 has been named president of Saint Joseph College, in West Hartford, Connecticut. She and her husband, **Irvin D. Reid Gr'75**, were profiled in the February 22, 2008, issue of *The Chronicle of Higher Education*. Irvin Reid is president of Wayne State University. According to the *Chronicle*, Pamela's move has turned the Reids “into one of a handful of academic couples to hold two college presidencies at the same time. And they may be the only dual-career African-American presidents ever.” Pamela, who received her doctorate in GSE's Interdisciplinary Studies in Human Development program, has held faculty positions at Trenton State College (now the College of New Jersey); the University of Tennessee; the Graduate Center of the City University of New York, where she served as interim provost; and the University of Michigan-Ann Arbor. In 2004, she was named provost at Roosevelt University, in Chicago.

Nina M. Gussack C'76 GEd'76, a partner and chair of the executive committee of the law firm of Pepper Hamilton LLP, in October was named to the board of the Greater Philadelphia Chamber of Commerce.

Myrna Skobel Agris GrEd'79 L'91 has been a financial advisor and wealth planning specialist at Smith Barney since 1999.

1980s

Lisa Silverstein Hoffstein C'81 GEd'81 WG'88 is founding president of The Katie At The Bat Team—Helping Kids Hit Home Runs In Life. The new non-profit “reaches out to inner-city girls throughout Philadelphia, introducing them to the rewards of participation in organized sports, as well as assisting them in many positive life issues, ranging from academics to healthy lifestyles and positive self-esteem.” She has just come out with “a new children's book, *Katie at the Bat*, a believe-in-yourself re-write of the classic *Casey at the Bat*, illustrated by talented young artists of the Philadelphia schools, with proceeds being donated to The Katie At The Bat Team.”

Susan A. Miller C'83 GEd'83 G'95 Gr'01 is the undergraduate adviser in Penn's history department. Her new book, *Growing Girls: The Natural Origins of Girls' Organizations in America*, was published last year by Rutgers University Press. “I also teach courses in the History of Society, Science, and Culture; Health and Societies; and Gender, Society, and Culture [former women's studies] departments. I also serve as alumni representative to the LGBT Center's Advisory Board, and am active with PennGALA, whom I've represented at a few alumni events for the Diversity Alliance.”

Fran P. Zimmerman GEd'81 and husband **Fred Zimmerman C'84** are living in Great Falls, Virginia, with their two children: “Samantha (10), a dancer, and Gabriel (seven), a true athlete like his grandfather **Harris S. Zimmerman Ed'46 GEd'47** (deceased), a former head field judge for the Penn Relays. **Marcia G. Zimmerman Ed'55 GGS'98**, their grandmother, is active with Penn Alumni activities,” writes Fred, who works as an associate counsel for intellectual property with the U.S. Department of the Navy.

Barbara Gelman GEd'83 Gr'88 and husband **Jay Borowsky C'85**, along with their children, Matthew and Mollie, have returned to Philadelphia after living in England for three

years. Jay has transferred to his company's U.S. subsidiary, Enstar (US) Inc., an insurance run-off manager, where he serves as vice president of claims and counsel.

James Meredith Day GrEd'87 has been elected editor of the *Archiv fur Religionspsychologie*, the official journal of the International Association for the Psychology of Religion. He has also given the Conference d'Honneur at the Jean Piaget Foundation, in Switzerland, a life-achievement award marking "major contributions in forwarding the genetic-epistemology tradition of Jean Piaget." James is the academic advisor to the B.A. program in psychology and educational sciences at the Université de Louvain, Belgium, a program involving 830 students. He and Dawn Ellen Schrader, professor at Cornell University, recently launched the "Moral Judgment, Moral Action, and the Moral Self" research and exchange program between Louvain and Cornell, where James gave the Erik Erikson Lectures in Human Development. In April, he will be visiting professor at Harvard, where he co-chairs the "Moral Cognition, Religious Cognition, and the Model of Hierarchical Complexity" research project, with Michael Lamport Commons. During his visit to Harvard, he will be the visiting preacher in the Memorial Church, for the third year running.

1990s

Gary Foster GEd'90 is professor of medicine and public health at Temple University and director of its Center for Obesity Research and Education; he was recently named president of the Obesity Society.

Marijane Miller GEd'93 was named a Japan Fulbright Memorial Scholar in March of 2007 and spent three weeks in Japan studying Japanese education and culture. She currently teaches in Upper Merion School District and is an adjunct instructor at Gwynedd Mercy College's GSE.

Tomoko Takami GEd'96 GEd'98, a Japanese language lecturer at Penn, was awarded the First Annual Business Language Research and Teaching Grant in 2007 from CIBER

Alumni Profile

Zankhana Sheth / GEd'07



In her senior year at the University of Chicago, **Zankhana Sheth GEd'07** signed up as a Teach for America corps member. She landed in Philadelphia—as a biology and physical science teacher in John Bartram High School—and also in Penn GSE's TFA master's program.

Located in southwest Philadelphia, Bartram is one of the city's high-poverty, low-performing high schools. For Sheth, teaching there was an eye-opener—and it inspired her to do something more for a population of students who were being underserved.

"Having worked at a school where students were not being given all the opportunities to learn they deserved and were not receiving an education comparable to that of their suburban counterparts," she explains, "I wanted to see a school that really served its students—one that was working to close the achievement gap."

So she signed on as a staff recruiter at Achievement First (AF), a charter school management organization that manages public charter schools in Connecticut and Brooklyn. "What this means," she says, "is that I actively recruit and screen teachers so that the principals are free to really focus on the instruction and culture at their schools."

Her long-term ambition is to open her own K-12 charter school one day. She explains that her AF experience, along with what she learned as a TFA corps member, will help her realize that goal.

As a recruiter, Sheth spends a lot of time on the road, looking for "the smartest and the best" teachers for Achievement First's classrooms—and Penn is very much in her sightlines. One of AF's principals is a Penn grad: **Debon Lewis C'03**, who directs the Achievement First Bridgeport Academy, earned his undergraduate degree from Penn as a double major in political science and African-American studies.

According to Sheth, Lewis is exactly the kind of candidate she's looking for—someone "motivated by his desire to ensure that children receive a quality education."

In March, she attended Penn GSE's Career Fair and, she says, "had the chance to meet some great candidates!" And she's continuing her hunt. Anyone interested in recruitment opportunities at Achievement First can reach Zankhana Sheth at recruitment@achievementfirst.org, or (203) 773-3223 x17216. To learn more about the organization itself, go to www.achievementfirst.org.

Consortium for Business Language Research and Teaching. She also founded and became a coordinator of the Special Interest Group for Japanese for Specific Purposes (JSP) in the Association of Teachers of Japanese.

Helen Gym GEd'96 received a 2007 Eddy Award for Outstanding Commitment to

FYI

THE EDUCATIONAL LEADERSHIP PROGRAM FOR ASPIRING PRINCIPALS (ELPAP) program has introduced a new website for alumni. In addition to alumni profiles and the first edition of an alumni newsletter, the site features a program overview and information on faculty and on how to apply. Visit the site at <http://www.gse.upenn.edu/app/alumni.html>.

THE MID-CAREER DOCTORAL PROGRAM IN EDUCATIONAL LEADERSHIP is looking for alumni to present on a topic of interest for its Alumni Symposium Series. The series will be a forum for the exchange of information and ideas and for the informal discussion of current topics in K-12 leadership. The format is a 15-minute presentation, followed by a question-and-answer session. Topics may include and are not limited to: an innovative program or problem-solving effort with which you're involved; findings from research in progress; an extension of your dissertation topic; or the issues you see as most pressing—the kind top educational leaders should be wrestling with. Any Mid-Career alumni who are interested in presenting should contact Kristin Passaro at kschomis@gse.upenn.edu.

Education from the Philadelphia Education Fund in November. This was chiefly for her work as founder of Parents United for Public Education, a citywide parent collective; it led a call for fiscal accountability and transparency in the School District of Philadelphia and succeeded in lobbying the city for more than \$20 million annually in permanent funds to schools. She also serves on the board of Asian Americans United and was a founder of the Folk Arts-Cultural Treasures Charter School, where she teaches martial arts. She and her husband, **Bret Flaherty C'89**, have three children and are Philadelphia public-school parents.

Rachel Skerritt C'98 GEd'99 is finishing her first year as the youngest principal in the Boston public schools, serving as headmaster of Another Course to College. She is also thrilled to announce the publication of her third novel, *When the Lights Go Down* (Kensington Books). "Available in stores now, the story revolves around a late-twenty-something English teacher who finds herself at the center of the music industry, after becoming a famous-singer's love interest. Sadly, it is not autobiographical." She urges friends to visit www.rachelskerritt.com for book excerpts, blog entries, and more.

2000s

Allan Joseph Medwick GrEd'02 Gr'04 received the 2008 Lewis Barbato Award from the American College Health Association. Medwick is currently a student in the Higher Education Management program as well as a research analyst in the Office of Institutional Research at Kean University. The Lewis Barbato Award honors students who have made major contributions to college health as reflected in the association's mission and vision statements.

Phil Petru GEd'02 and his wife, Kelly, welcomed their second daughter, Madeline Ella, on August 10, 2007. Phil and Kelly met while enrolled in GSE's Aspiring Principals program.

Julie Filizetti GrEd'03 has joined Isaacson, Miller as a partner in their San Francisco office. Julie was



formerly the assistant provost for Academic Affairs at the Naval Postgraduate School.

Christine Neimond GEd'03 and Mohammed Zubariu were married in February 2007. Christine is a graduate of GSE's Aspiring Principals program.

Simi Wilhelm Shah GEd'03 Gr'07 and her husband, **Nimit Shah WG'04**, had a baby girl (pictured above) named Sanam Ruth Nimit on February 19. Simi and family are living in London.

Ellen Frishberg GrEd'04 has started a consulting company, Executive Function, LLC, in the Baltimore/Washington area.

Dr. Gregory J. Vincent GrEd'04, vice president for diversity and community engagement at the University of Texas at Austin, was recently appointed the W.K. Kellogg Professor of Community College Leadership there; he retains his concurrent appointments as a professor in the law school and as an Endowed Faculty Fellow in the Sid W. Richardson Regents Chair in Community College Leadership. Last year he was presented with a legacy award by the black-alumni steering committee of the Texas Exes "in recognition of his outstanding record of leadership, teaching, and service contributions."

Susan Bigger GrEd'05 has been named assistant superintendent of East Lycoming School District in Hughesville, Pennsylvania. In June 2008, she will move to the position of superintendent.

Patrick Rombalski GrEd'05 will become the new vice president of Student Affairs at Boston College in June. He has been at John Carroll

We want to hear from you!

Please send your news to: Editor, Penn GSE News, University of Pennsylvania, Graduate School of Education, 3700 Walnut Street, Philadelphia, PA 19104-6216. Or you may send them via e-mail to editor@mail.gse.upenn.edu. Please include your degree and year of graduation. The deadline for Alumni Notes submissions for the Fall 2008 issue of the Penn GSE Magazine is August 30, 2008.

University since 2002 as the vice president of Student Affairs.

Laurie Worrall GrEd'05 published the lead story, "Asking the Community: A Case Study of Community Partner Perspectives," in the *Michigan Journal of Community Service Learning*. The piece was adapted from her dissertation in GSE's Executive Doctorate in Higher Education Management program.

Jeanne Arnold GrEd'06 has been named the inaugural vice president for Inclusion and Equity at Grand Valley State University; she began her position in January.

Mary Ellen Caro GrEd'06 has been promoted to executive vice provost at Thomas Edison State College in New Jersey.

Martin Hayes GEd'06 and his wife, Michelle, welcomed their second son, Lucas Martin, on January 12, 2007.

Eve Levinson C'05 GEd'06 married **David Wilderman W'03** on July 21 at the Union League of Philadelphia. They met at Penn in January 2002. Many relatives and guests added to the Penn connection, including, in both wedding parties, **Halerie Mahan C'05**, **Alexis Gimovsky EAS'05**, **Lauren Burrows C'05**, **Michael Wilderman C'97 M'01 GM'07**, **Justin Windheim C'03**, and **Edward Levinson EAS'09**. After a honeymoon in Moorea and Bora Bora, Eve and David returned to Philadelphia.

Michelle Robinson GEd'06, who graduated from the Aspiring Principals program in Cohort 6, runs WATOTO After School Care, LLC, a program partnered with the Russell Byers Charter School in Center City, Philadelphia. Michelle, a former teacher at Russell Byers, saw a disconnect between traditional after-school programs and the curriculum and culture that students experienced during the school day. She developed WATOTO (Swahili for "child") to bridge the gap and provide programmatic continuity, focusing on cultural arts enrichment and

experience-based learning. As the sole provider of after-school activities for Russell Byers, WATOTO provides homework and tutoring support for over 100 pre-K through sixth-grade students. Michelle staffs WATOTO with aspiring teachers and provides them professional development and training before they even begin their student teaching experiences. Michelle gives these neophyte teachers a unique opportunity to craft their skills as educators while at the same time providing needed support and structure to the students at Russell Byers.

Lee Bitsoi GrEd'07 was featured in the Biography Project of the Society for the Advancement of Chicanos and Native Americans in Science (SACNAS). His work was profiled in SACNAS Fall 2007 Newsletter. In addition, Lee presented a program on "Native Leaders in the New Millennium: Success Factors in Native American Males at Harvard College" at the annual convention of the National Indian Education Association. The program was based on his dissertation research for GSE's Executive Doctorate in Higher Education Management program.

Jim Garvey GrEd'07 is Philadelphia University's new vice president for Development and Alumni Relations. He began his new post in February, transitioning from his position as the associate dean for Development at Penn's Dental School.

Mary Mazzolla GrEd'07 has been promoted to associate dean for Enrollment Management for the School of Social Policy and Practice at Penn.

OBITUARIES 1940s

Dr. Arnold Blumberg Ed'47 GEd'48 Gr'52, July 10, 2006, Jerusalem.

Professor emeritus of history at Towson University in Baltimore, Arnold was born in Philadelphia in 1925 and served in the United States army during World War II. A scholar of

mid-nineteenth century diplomatic European history, he served as professor of history at Towson from 1958 to 1998. In 1995 he received the Towson University President's award for distinguished service to the University.

He was a member of Shearith Israel Synagogue, where he took an active role chairing committees and authoring a history of the congregation. More recently he attended B'nai Jacob/Shaari Zion Synagogue.

He is survived by his wife of 51 years, Thelma Alpert Blumberg; sons Raphael, of Israel, and Michael, of Baltimore; and daughter Eva Livnat, of Israel.

Edward B. Lawless Ed'48, August 13, 2007, Newtown, Pennsylvania.

A retired coach and athletic director at Philadelphia-area schools, Edward played football at Roman Catholic High School in Philadelphia and was quarterback at Penn for coach George Munger. After graduating, he served as football coach at Germantown Academy.

During the Korean War, he served in the Marine Corps, stationed in Korea. He returned to Germantown Academy and eventually served as athletic director and baseball coach. From 1961 to 1967, he was athletic director and football and track coach at Chestnut Hill Academy. He then coached football at Pennsylvania Military College for two seasons before becoming coach of the high school team and athletic director at Valley Forge Military Academy and College in 1969. He retired from Valley Forge in 1974.

He is survived by daughter Suzanne Marvel; sons Edward Jr. and Michael; a brother; and eight grandchildren. His wife of 53 years, Helen Glasscott Lawless, died in 2002.

1950s

Dr. Carl H. Delacato GrEd'52, April 15, 2007, Lafayette Hill, Pennsylvania.

An educator who worked with children with learning disabilities and brain injuries, Carl developed the Delacato Method, originally developed for treating children with learning disabilities and subsequently used with autistic

children. He was the author of numerous books, most recently *The Ultimate Stranger: The Autistic Child*.

Dr. William A. Sheridan GEd'54, June 26, 2007, Havertown, Pennsylvania.

William graduated from West Philadelphia Catholic High School for Boys and earned a bachelor's degree from La Salle University, a master's degree in education from Penn GSE, and a doctorate in education from Pennsylvania State University. He taught special education and primary grades in Philadelphia schools and then served as principal of several public elementary schools, retiring in 1987 as principal of the Cramp School in Kensington. He then served as interim principal at Nativity of the Blessed Virgin Mary School in Media.

Dr. Clifford H. Jordan GEd'57, August 26, 2007, Philadelphia.

Clifford's experiences as a medic in World War II led to his decision to pursue a career in nursing, despite the difficulty finding a program that would admit men. In 1966, he joined Penn Nursing as an associate professor, and became the first tenured man on the faculty, before retiring in 1984. He was also, in 1977, the first man appointed to the board of the American Nurses Association. In 1982 Dr. Jordan received the Outstanding Alumni Award from Penn Nursing, and the school honored him with the Lifetime Distinguished Service Award in 2004.

After leaving academia, he went on to become executive director of the Association of Operating Room Nurses. The American Academy of Nursing named him a "Living Legend" for his outstanding career in teaching and administration and his contributions to advancing the nursing profession.

He is survived by his wife, Dr. Clara Jordan, associate professor emerita of nursing at Penn.

Arthur Klein GEd'59, July 19, 2007, Philadelphia. The son of Philadelphia philanthropists Esther and **Philip Klein C'28**, Arthur graduated from Central High School in 1951 and earned a bachelor's degree in 1955 from

Haverford College and a master's in 1958 from Penn GSE. After graduating, he took over at *The Jewish Times*, which his father had founded, and worked there until 1971.

In 1959, he became owner and president of four cemeteries, including Philadelphia Memorial Park and Haym Salomon Cemetery in Frazer, and in 1969, founded Great Valley Pet Cemetery, also in Frazer. In 1980, he bought Bristol Gardens, an apartment complex in Lower Bucks County.

A passionate lifelong Philadelphian, Arthur played an active role in many non-profit organizations, including service as chairman of Harcum College; head of the Society of Professional Journalists, the Philadelphia Art Alliance, and the Philadelphia Jaycees; treasurer of the Mann Center for the Performing Arts; and member of several Jewish organizations. He also directed his family's Rittenhouse Foundation, which awards grants totaling about

\$100,000 a year to nonprofit Philadelphia arts and education projects.

He is survived by sons Joshua and Alexander; daughters Rebecca Clark and Judith Francis; seven grandchildren; and a sister. His wife, Marilyn Burnett, predeceased him in 1990.

Education Alumni Association Board of Directors, 2007-08

The mission of the Education Alumni Association is to promote the interests of Penn GSE and its alumni and students and to establish a medium through which the School's alumni may support and encourage all education professionals at the University of Pennsylvania.

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“The old model of formal, one-person leadership leaves the substantial talents of teachers largely untapped,” explains DeFlaminis.

The goal is to build distributed leadership teams in 16 Philadelphia public schools to demonstrate how instructional leadership is the shared work of everyone in a school. “Instead of relying on a single administrator to be a director, organizer, and decision-maker, this structure recognizes that teachers can bring their expertise and leadership skills to bear on the issues faced by schools,” says DeFlaminis, a former superintendent of Radnor Township School District.

With the commitment of dedicated educators, like the dozens of teachers and principals in training at the Penn Center for Educational Leadership on that February morning, the Annenberg Distributed Leadership Program aims to translate that theory into practice. Currently training its second cohort, the program is preparing more than 80 teachers to be instructional leaders who will work collectively with their principals.

“The old model of formal, one-person leadership leaves the substantial talents of teachers largely untapped,” explains DeFlaminis. He cites education literature which asserts that “the days of the principal as the lone instructional leader are over. We no longer believe that one administrator can serve as the instructional leader for an entire school without the substantial participation of other educators.”

For teachers and principals in the Annenberg program, distributed leadership is largely a brand-new approach, but one that they quickly embrace.

Says Karen Dean, principal of Anna B. Day Elementary in the Mt. Airy section of Philadelphia: “I’m looking forward to it. It’s going to be a long process, but I have some foundation here, and it’s a good jumping-off point, so when we go back to school in September, we can get started.”

Trained “teacher-leaders” will serve as subject specialists and establish broader learning communities within their schools to identify and employ best practices in instruction.

Shawanna James Coles, a teacher at Tanner G. Duckrey Elementary in North Philadelphia, sees the wisdom of the distributed learning approach. “You don’t want to dictate what’s going on, what the new policies are, what the new changes are going to be, but present it in a



CANDACE DICARLO

Sherry Hanlin and Glenn Dyson, teacher-leaders from Northeast High School, in discussion at the Annenberg Distributed Leadership training workshop.

way where the teachers will buy in, the staff will buy in, the community will buy in, and the children will buy in on any given level.”

Distributed leadership sends best practices rippling through schools in concentric circles. Inverting the traditional concept of top-down management, distributed leadership gives more ownership of ideas and decisions collectively to teachers, at once empowering teachers and freeing principals from unrelenting management tasks. Now principals and teachers can work together more effectively on instructional improvements.

“By re-envisioning the role of school leadership in the overburdened and complex urban school districts like Philadelphia,” says DeFlaminis, “the Annenberg Distributed Leadership Program aspires to prepare a new generation of leaders with the skills and strategies necessary to sustain high-performing, standards-based schools. . . . With this project, we have a unique opportunity to expand school leadership in a way that will affect learning among children for generations.” ■

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the Institute has a standing faculty—but no students. Faculty and visiting scholars, who attend for a year, dedicate their efforts only to research and writing.

Kaysen's ten-year term as director was not without its challenges. Reflecting both his experience forging policy responses to real-world issues and the express wishes of the Institute's Board of Directors, he set about founding a new school at the Institute—the School of Social Sciences. He would later call that school “one of my chief contributions to the institution,” but, at the time, his decision to recruit social scientists riled the mathematicians and some of the historians who dominated the faculty.

The Institute—and Kaysen—survived the controversy. Today, the School has five faculty members and welcomes 15 to 20 visiting scholars each year. As for Kaysen, in 1976 he returned to Cambridge, this time moving across town to the Massachusetts Institute of Technology, and was named director of MIT's Program in Science, Technology, and Society two years later.

In 1990, Annette Neutra Kaysen, his wife of 50 years, died. The couple had married young, right out of college, and Annette had been a steady presence throughout Kaysen's career. Indeed, on stepping down from the Institute, he had paid warm tribute to her “grace and distinction.”

The Philosophical Society

Kaysen's most recent intellectual work has been devoted to international politics. “I hang my hat at the part of [MIT's] Center for International Studies called the Security Studies Program,” he explains. But the main thrust of his work these days is to bring together leading thinkers from across the spectrum—scholars, policymakers, business leaders—for discussion and analysis of issues of international security.

As co-chair of a study group called the Committee on International Security Study (CISS), “I've become much more an organizer and an advocate than a scholar,” Kaysen explains.

CISS is part of the American Academy of Arts and Sciences—an organization that Kaysen describes as being “a sort of a philosophical society.” CISS sponsors research focused on current challenges to global peace and security. For example, the Committee's 2002 discussion of U.S. policy toward Iraq spawned a series of scholarly papers, including one with Kaysen as lead author, on the potential costs and consequences of war. “We did a big project,” Kaysen adds, “on the Soviet military in the post-Soviet world, and we are finishing a project on the rules of space.

“And, if we can get the funding for it, we're starting what will be a very big project called the Nuclear Future. It starts with the following proposition: that the climate change problem is going to create an enormous increase on the demand for nuclear power, ... and the question we're addressing is: how do you meet the increasing demand for clean energy, of which the best source in large amounts is nuclear power, and deal with the non-proliferation problems?”

In 1994, Kaysen remarried. His second wife, Ruth Butler, is herself an accomplished scholar. A professor emerita at the University of Massachusetts Boston, she is a scholar in the history of sculpture and a leading expert on Auguste Rodin.

The Gifts to Penn

For Carl Kaysen, it has indeed been a long road from Overbrook—to wartime London, to Harvard, to the Kennedy White House, to the Institute for Advanced Study, to MIT.

But even with his many professional accomplishments, he has never forgotten where it all started. He has never forgotten Penn. His service to the University has been long-standing and so valued that Penn awarded him an honorary degree in 1976.

In 1967, at the beginning of his time at the Institute for Advanced Study, he was invited to join Penn's Board of Trustees. He describes the invitation with a characteristic touch of modesty, “I guess at the time they were looking for a respectable academic who was an alumnus. And I filled the bill,” he says. During his tenure, which lasted until 1990, he was an invaluable presence on the board: he chaired both the Academic Policy Committee and the Honorary Degrees and Awards Committee and also served on the Executive Committee and the Long-Range Planning Council.

But his generosity has taken a more material manifestation as well. In 1990, on the death of his first wife, he established the Annette Neutra Kaysen Fund to support the Philadelphia Education Fund and its Last Dollar Scholarship Program with an annual distribution.

“We were both from lower-middle class families,” he explains. “Annette won a Mayor's Scholarship; I had the First-in-Class Scholarship. We wouldn't have gone to college without those scholarships, and I wanted to do something that was in honor of her and that reflected what we both valued.”

It was Kaysen's original intent that this fund would support a West Philadelphia student to attend Penn. While Penn works to ensure that request, it's not every year that a student who meets the University's admissions requirement emerges. In that event, Penn GSE, which administers the fund, directs the scholarship elsewhere.

In addition, Kaysen has been making annual gifts to enabled GSE master's students who are preparing for a career in urban schools. Recently, he has drafted estate plans to establish a second gift fund—this one to provide, in perpetuity, scholarship support for Teach for America corps members pursuing their master's degree at GSE.

Like so many of Kaysen's choices, the decision to create this fund reflects his commitment to the life of the mind and to the demands of the real world. A practical man's response to the challenges facing urban schools, the scholarship will be given to someone committed to teaching in a place like Overbrook High—the kind of place Carl Kaysen's story began. ■



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