

UNIVERSITY OF PITTSBURGH **SCHOOL OF EDUCATION**

FALL 2007

NEWS



**Impacting
Education
Policy**

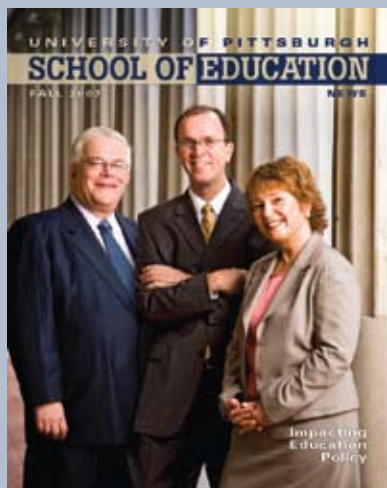


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From the Dean

Meeting the Challenges of 21st-Century Education

This issue of *School of Education News* covers a range of topics relevant to the challenges of 21st-century education and how we at the University of Pittsburgh are working to meet these challenges and continue to effect positive change in the academic arena.

We begin with a special feature section highlighting some of our new initiatives in the area of learning sciences and policy. This focus reflects our commitment to keeping the School of Education at the vanguard of efforts to understand what kinds of education are needed today and how that education can be provided effectively to all. We have opened the Learning Policy Center in the School of Education and are at work on a new doctoral program in learning science and policy.

These developments are evolving in a context that is especially challenging for all schools of education. They represent, however, an investment of intellectual capital accumulated over several decades here at Pitt. First, the pioneering work in cognitive learning of school subjects that has occurred both at Pitt and at Carnegie Mellon University provides a strong foundation for improved teaching in reading, mathematics, and science. Contributors from the School of Education faculty include Margaret Smith, Isabel Beck, Mary Kay Stein, Gaea Leinhardt, Kevin Crowley, James Greeno, Margaret McKeown, and me, among others, as well as many other colleagues in the Learning Research and Development Center (LRDC) and at Carnegie Mellon. Second, work by



Stein on how school districts successfully reform has been a major driver of our new efforts.

Third, work in the school's Institute for Learning has shown how the principles that have been extracted from several decades of strong work on cognition and learning and the additional work on disciplinary literacy in core subject matters can be shaped into practical lessons that schools can bring to the teachers. The institute, led by University Professor of Psychology and Cognitive Science and LRDC Director Lauren Resnick and Executive Director Nancy Israel, also enjoys the substantial participation of School of Education faculty members Anthony Petrosky, Smith, and Amanda Godley.

Fourth, faculty members in the Department of Administrative and Policy Studies include experts in such areas as the economics of education, school law, and international comparative education. We also have a

major effort, led by Mary Margaret Kerr, under way that seeks to improve teachers' ability to prevent school violence.

In addition to these resources, we also welcome new faculty members—Lindsay Clare Matsumura, Richard Correnti, and Jennifer Lin Russell—who represent new expertise in key areas, such as how teachers respond to policy changes in reading curricula, how kindergarten changes in response to the pressures of No Child Left Behind, and the comparative study of major programs for school reform. Thus, we have a substantial store of scholarly strength and have added to it with several of the very strongest young scholars in the country.

In addition to developing the new Learning Policy Center to drive our research and outreach efforts, we also are hard at work on a new research doctoral program that will allow us to prepare new scholars who can help address the difficult problems that urban school systems face. These problems must be confronted by the best minds. We have too many school systems that are failing to provide basic education to all children. Also, we need to provide a much higher level of education to all children if they are to thrive in the information age. And we need to keep thinking, in the most rigorous ways possible, about just what it means to be educated for a world in which computers are doing progressively more of the things that used to be the tasks of educated

women and men and what it takes to provide such education to all children.

We have many challenging tasks before us, but we are encouraged by our past successes. The work being done in the School of Education is highlighted by the nearly 150 published journal articles, book chapters, and books produced by our faculty members during the 2006–07 academic year. The article on page 14 lists some of the prominent journals in which my colleagues have been published; for a complete list of published works, please visit www.education.pitt.edu/publications/facultypublications2007.pdf. I think you will be impressed by the range and extent of work being done by our faculty.

Pitt's School of Education has been fortunate, both in having a long-term history of strong faculty and important educational accomplishments and in being able to attract wonderful new colleagues in recent years. The problems and demands of education today will require the energetic investment of talent and intellectual capital. We happily accept today's challenges and count ourselves privileged to have colleagues who are up to the task of meeting them. ■

Alan Lesgold
Professor and Dean

On the cover: School of Education Dean Alan Lesgold, Pennsylvania Secretary of Education Gerald Zahorchak, and Mary Kay Stein, founding director of the University of Pittsburgh Learning Policy Center, are working together to influence how education policies are developed and modified.



Learning Policy Center faculty and staff members include, from left, Lindsay Clare Matsumura, Mary Kay Stein, Sarah Coon, Jennifer Lin Russell, and Richard Correnti.

New Learning Policy Center Hits the Ground Running

Who does Governor Edward G. Rendell turn to as he designs initiatives to improve technology use in Pennsylvania's 501 school districts? Who do Pittsburgh Public Schools Superintendent Mark Roosevelt and his academic team consult as they make decisions about the best middle school mathematics curriculum for Pittsburgh? Who do national organizations invite to forums on how to build capacity for deep and rigorous learning in our nation's schools?

If Mary Kay Stein has anything to say about it, in five years the answer to all three questions will be the University of Pittsburgh Learning Policy Center (LPC).

Too often, according to Stein, the founding director of LPC, such challenges are approached with thinking that is

grounded in legal, political, or economic models, without reference to the learning demands placed on students and education professionals. LPC is founded on the notion that ambitious policies require professionals at all levels of the education sector—teachers, principals, coaches, district leaders, and policymakers—to learn how to think and behave in new and complex ways. As such, learning theory needs a place at the table—alongside political, economic, and other theories—as an analytic tool for studying and informing education policy and its implementation.

Stein's research has followed a trajectory from a deep and exclusive focus on instruction and learning inside the classroom to research that seeks to

understand how schools and districts shape what happens inside classrooms. Her role as an elected school board member for the Riverview School District (Oakmont and Verona, Pa.) for the past eight years has added an appreciation for the role that state policy plays in shaping what is and isn't possible. "I view the entire education system as a set of nested shells," Stein says. "But instead of worrying about who should be assessing whom, I worry about who should be assisting whom—that is, given what we know about instruction, what do teachers need to learn in order to foster high-quality learning environments in their classrooms? And what do principals need to learn in order to help teachers to learn that? And so on, up the chain, the whole way to education policymakers."

LPC is a joint undertaking of Pitt's School of Education and Learning Research and Development Center (LRDC). Its mission is to advance scholarship that lies at the intersection of education policy and the study of learning and to infuse into policy decisions high-quality, timely research on effective teaching and learning and the school, district, and policy conditions that support their improvement. The value of having a policy center located in a "research I" university like Pitt, according to Dean Alan Lesgold, is the availability of scholarly talent who can buttress arguments made to policymakers with both theoretical acumen and empirical evidence.

LPC has been adding such talent at a furious pace. Lindsay Clare Matsumura—a graduate of the University of California, Los Angeles, who has held research positions at UCLA's Center for Research on Evaluation, Standards, and Student Testing—was hired as an assistant professor in learning policy in spring 2006. She brings expertise in the measurement of teaching and a strong background in learning theory. In spring 2007, two additional assistant professors were hired jointly by the School of Education and LRDC: Jennifer Lin Russell, a graduate of the University of California, Berkeley, and Richard Correnti, a graduate of the University of Michigan. Russell brings an understanding of organizational theory and how schools as workplaces shape teacher learning and practice. Correnti brings expertise and experience in using large-scale data sets about instruction and learning to make claims about the efficacy of reform initiatives.

Two things are on Stein's mind as she looks to the future of LPC: launching the new PhD program in learning sciences and policy that she and a group of faculty

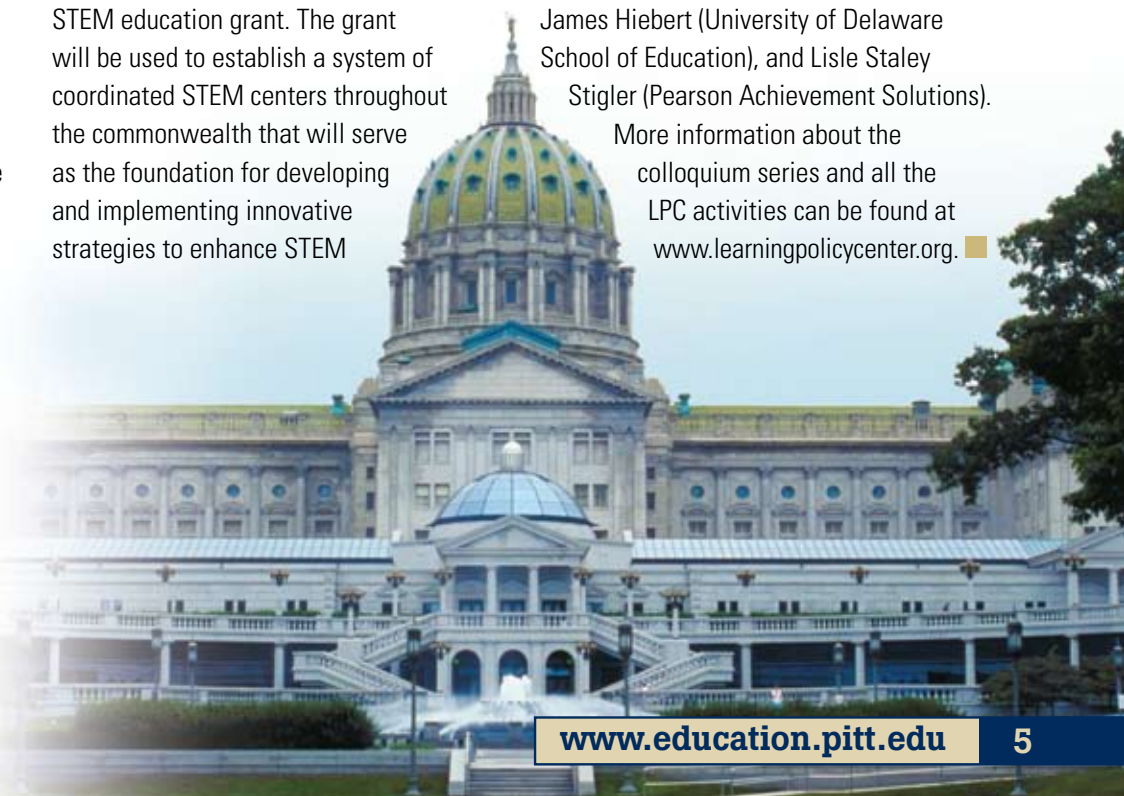
members have designed (scheduled to begin in fall 2008) and bringing LPC into the limelight of local, state, and federal policymaking. The first endeavor is off to a good start, due to a collaboration of a core faculty group that has designed the academic program. Thoughts are now turning to the recruitment of students.

The second endeavor has taken a giant leap forward with the hiring of Sarah Coon, a recent graduate of Carnegie Mellon University's H. John Heinz III School of Public Policy and Management, in March 2007. Coon has been connecting with local and state policymakers to develop awareness of the new center and to identify the pressing issues on which policymakers will need guidance in the near future. One such issue that has emerged is science, technology, engineering, and mathematics (STEM) education. LPC, under the leadership of Rendell and Pennsylvania Secretary of Education Gerald Zahorchak, worked with colleagues from across the state in both education and workforce development to earn a National Governors Association STEM education grant. The grant will be used to establish a system of coordinated STEM centers throughout the commonwealth that will serve as the foundation for developing and implementing innovative strategies to enhance STEM

education in Pennsylvania's schools. LPC serves as a member of the design team, and its staff serve as lead researchers for the STEM centers.

In order to connect researchers and policymakers, the center is hosting its second annual Learning Policy Center Colloquium Series. For the 2007–08 series, Coon is bringing a policymaker voice to what had been primarily a research-based series last year. The first installment of the series was on September 19, with Deborah Lowenberg Ball, dean of the School of Education at the University of Michigan, as featured speaker. Ball's comments on schools of education and their role in education research were discussed by Paul Goren, vice president of the Spencer Foundation. LPC's October 25 open house featured Roy Romer, former governor of Colorado and former superintendent of the Los Angeles Unified School District; Roosevelt; and Lauren Resnick, director of LRDC. Speakers in the spring 2008 term include Susan Fuhrman (Teachers College, Columbia University), Ron Cowell (Education Policy and Leadership Center), James Hiebert (University of Delaware School of Education), and Lisle Staley Stigler (Pearson Achievement Solutions).

More information about the colloquium series and all the LPC activities can be found at www.learningpolicycenter.org.



Looking Out for Children and Youth

OCD Division Shapes How Policies Influence the Youngest of Learners

Keeping a watchful eye on education policy is the Division of Policy Initiatives of the Office of Child Development (OCD). The division uses a collaborative process to inform policymakers and practitioners of research, best practices, and evaluation results—all of which address potentially needed policy changes.

The division begins its work by engaging families impacted by policy issues, related community organizations, interested professionals, academicians and researchers, public and private funders, and policymakers. The division strictly addresses topics that relate to outcomes for children and families, and projects are chosen in one of two ways. In one instance, a strong research literature base identifies

a need, and division staff then assess the potential for impacting policy and securing financial support. Or, projects are chosen when funders approach OCD to invite the division’s staff to address concerns relating to children and families.

The following success stories demonstrate how the efforts of the Division of Policy Initiatives have made a difference.

- OCD staff had historically addressed the challenges of low birth weight, its impact on child development, and its correlation with a mother’s smoking during pregnancy. When data were published on the number of women smoking in Pittsburgh, the division obtained funding and created a collaborative to address the issue. This has led to the development of legislative advocacy groups, a broad-based public education initiative, changes to Pennsylvania’s Medicaid policies, and funding that will facilitate smoking cessation programs among pregnant women. It also has contributed to the creation of partnerships within the health care systems to change professional practices.
- Local foundations were receiving numerous requests to support young children in early care and education programs who exhibited challenging behaviors that were placing them at significant risk of expulsion. One foundation asked the division to review the research literature and best practices outlined in the literature, publish the results, and inspire

improved services. As a result of that grant, OCD made recommendations that resulted in large child-serving agencies changing their practices, and additional resources have been generated to enhance early care and education providers’ ability to serve children with challenging behaviors.

Additional successes of the Division of Policy Initiatives include the following:

- Working with the RAND-University of Pittsburgh Health Institute, Philadelphia Citizens for Children and Youth, parents, and managed care organizations, the Pennsylvania Office of Medical Assistance Programs has changed its policies to increase the rate of lead screening in Pennsylvania.
- In collaboration with parents and early care and education providers, educational meetings were held with all Allegheny County state legislators to inform them of the research on the benefits of quality early care and education and the current state initiatives to improve early care and education.
- To strengthen Allegheny County’s efforts to prevent juvenile delinquency, public and private support was obtained to initiate evidence-based secondary prevention programs locally.
- As part of the Governor’s Commission for Children and Families, the policy and implementation of screening for maternal depression has been significantly strengthened statewide for women with Medicaid benefits. ■

Using Information to Impact Practice and Influence Policy

Information comes in a variety of forms and serves many purposes. In education, assessment and evaluation data serve as important sources of information to both inform practice—such as teaching, curriculum development, and administration—and influence policy, which might include providing baseline measures to establish needs and priorities.

The Collaborative for Evaluation and Assessment Capacity (CEAC) brings together faculty, graduate students, and evaluation practitioners in the field to assist educational initiatives and schools—through contracted evaluation services and consulting—in order to build internal evaluation capacity. Both educational practice and policy can benefit from CEAC’s work.

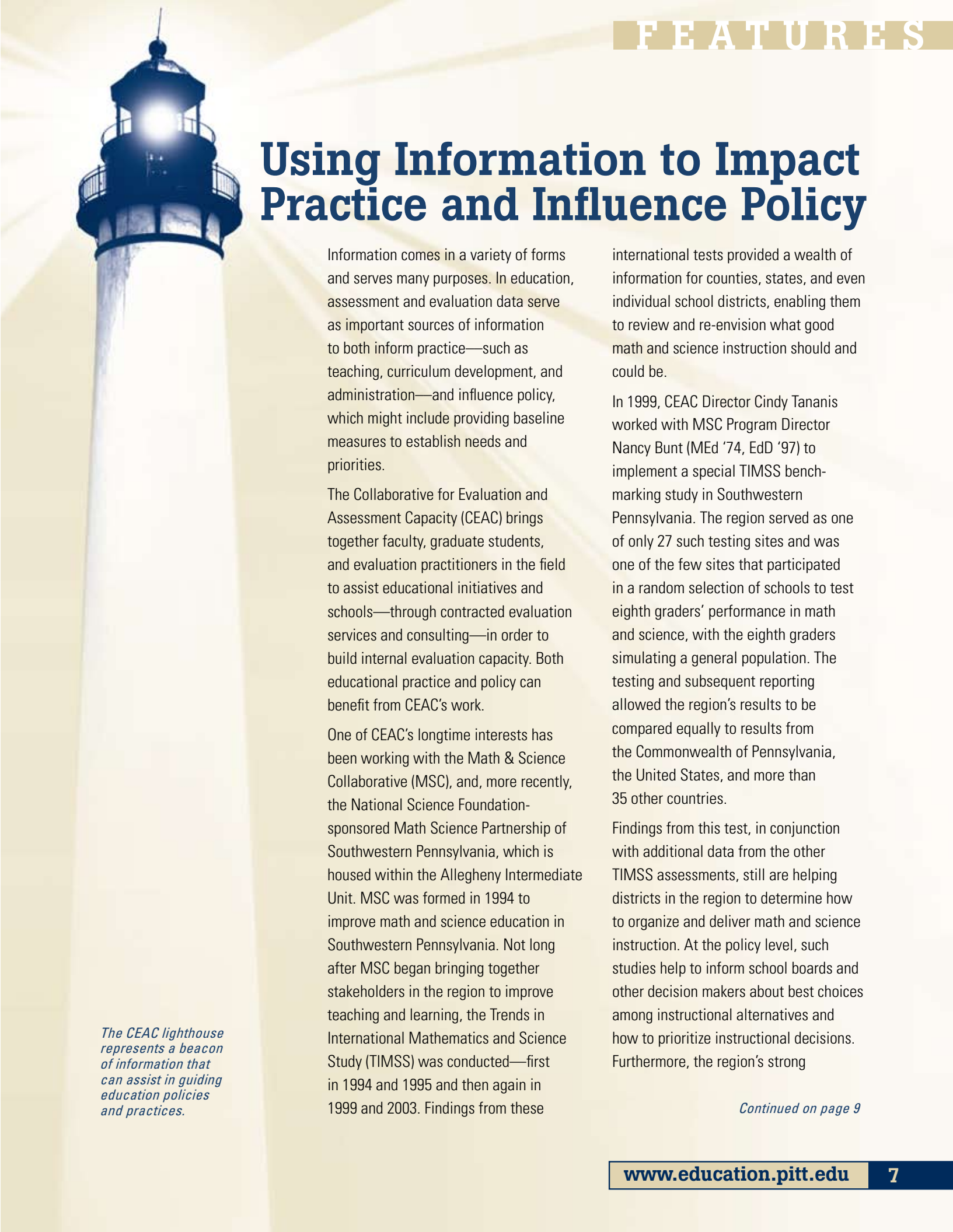
One of CEAC’s longtime interests has been working with the Math & Science Collaborative (MSC), and, more recently, the National Science Foundation-sponsored Math Science Partnership of Southwestern Pennsylvania, which is housed within the Allegheny Intermediate Unit. MSC was formed in 1994 to improve math and science education in Southwestern Pennsylvania. Not long after MSC began bringing together stakeholders in the region to improve teaching and learning, the Trends in International Mathematics and Science Study (TIMSS) was conducted—first in 1994 and 1995 and then again in 1999 and 2003. Findings from these

international tests provided a wealth of information for counties, states, and even individual school districts, enabling them to review and re-envision what good math and science instruction should and could be.

In 1999, CEAC Director Cindy Tananis worked with MSC Program Director Nancy Bunt (MEd ’74, EdD ’97) to implement a special TIMSS benchmarking study in Southwestern Pennsylvania. The region served as one of only 27 such testing sites and was one of the few sites that participated in a random selection of schools to test eighth graders’ performance in math and science, with the eighth graders simulating a general population. The testing and subsequent reporting allowed the region’s results to be compared equally to results from the Commonwealth of Pennsylvania, the United States, and more than 35 other countries.

Findings from this test, in conjunction with additional data from the other TIMSS assessments, still are helping districts in the region to determine how to organize and deliver math and science instruction. At the policy level, such studies help to inform school boards and other decision makers about best choices among instructional alternatives and how to prioritize instructional decisions. Furthermore, the region’s strong

The CEAC lighthouse represents a beacon of information that can assist in guiding education policies and practices.



Faculty Lead Statewide Assessment and Evaluation Initiatives

Steve Lyon; Shawn Davis, PASA kit coordinator; and Naomi Zigmond assemble kits used to evaluate students with severe cognitive disabilities. Such students cannot always read; therefore, in some cases, how well they are learning is best assessed by asking them varying questions about objects—such as those pictured here—in different contexts.

With the No Child Left Behind Act (NCLB) a key focus in education today, assessment and evaluation of student achievement is critical. School of Education faculty members are responding to this need at both the state and national levels, with efforts involving the development of standards-based testing and the development and testing of alternative assessments for students with a range of severe cognitive disabilities.

Professor Naomi Zigmond and Associate Professor Steve Lyon know there is no one way to assess all students. Zigmond and Lyon, both members of the Department of Instruction and Learning, are two members of the team that developed the Pennsylvania Alternative System of Assessment (PASA) for students with the most severe cognitive disabilities.

The Individuals with Disabilities Education Improvement Act requires the participation of all students in district and state assessments.

Zigmond and Lyon, with a third colleague from Boston University, have been developing the PASA during the past eight years.

This performance-based test consists of a series of 20–25 tasks addressing the Pennsylvania state standards in reading and mathematics. Tasks are developed through information about state academic standards and consist of functional and important activities (e.g., measurement, time, money signs, sorting and classifying objects, etc.) related to reading and mathematics. Test kits and booklets are assembled by PASA staff for the more than 12,000 students who are assessed each year. The science component of the test is under development and will be administered statewide in 2008.

To parallel the Pennsylvania System of School Assessment (PSSA), this test is administered in the spring and student performance is recorded either by videotape or narrative notes. Early each summer, teams of scorers (including mostly special education teachers) are trained to evaluate students' performances. Scoring is based on the extent to which the student completes the test items independently and correctly.

For the 2005–06 school year, 11,782 students from 483 education service providers were enrolled to take the PASA. Each year, parents receive a report explaining their child's performance and service providers and school districts receive reports of their students' scores for their district, which help them to identify strengths and weaknesses of their education programs to foster improvements.

Additionally, the PASA is directly aligned with the alternate academic standards in reading, math, and science. Suggested curricular and instructional methods and materials also are being developed throughout the course of the project. Alignment of alternate standards, assessment, and frameworks for curriculum and instruction have the potential to improve the rigor and quality of education for these students.

Working with standards-based testing in a variety of states, Suzanne Lane, also is having an impact on assessment and evaluation. Under NCLB, states are required to show yearly gains in test scores and every child is expected to be proficient by 2010. Lane has served as a technical advisor for state assessments in Pennsylvania, New York, New Jersey, Delaware, and Kentucky.

Additionally, Lane was president of the National Council on Measurement in Education (NCME) from 2003 to 2004 and vice president of Division D (Measurement and Research Methodology) of the American Educational Research Association from 2000 to 2002. NCME is a professional organization for individuals involved in assessment, evaluation, testing, and other aspects of educational measurement. Lane's role was to help promote the development and use of tests and new forms of assessment, including performance-based assessment, that provide valid and fair interpretation of results. She also promoted valid tests for individual and school decision- and policymaking. Furthermore, Lane was involved in the call for revising the 1999 Standards for Educational and Psychological Testing. ■

Using Information to Impact Practice and Influence Policy

Continued from page 7

commitment to using information to guide practice and decision making has helped MSC garner additional funding. The current \$18 million Math Science Partnership grant that is operating in 53 school districts in the region through MSC is one example of how collective efforts to gather and make good use of data—related to both assessment and evaluation—has generated benefits for our region's schools. The partnership between CEAC and the MSC continues to be an important ongoing project that benefits the region.

The link between practice and policy is critical if what we learn at the classroom and school level is going to help impact the larger educational systems and structures. Policymakers need to understand the educational alternatives that are available, the priorities that need to be set, and the resources required to translate theory into action. CEAC works to provide the necessary information and to help educational organizations develop ample capacity to engage in evaluation themselves. As the Learning Policy Center in the School of Education prepares to engage in policy studies and supported research, CEAC looks forward to potential areas of cooperative work that can bridge practice and policy in meaningful ways to create high-quality learning opportunities for all children. ■

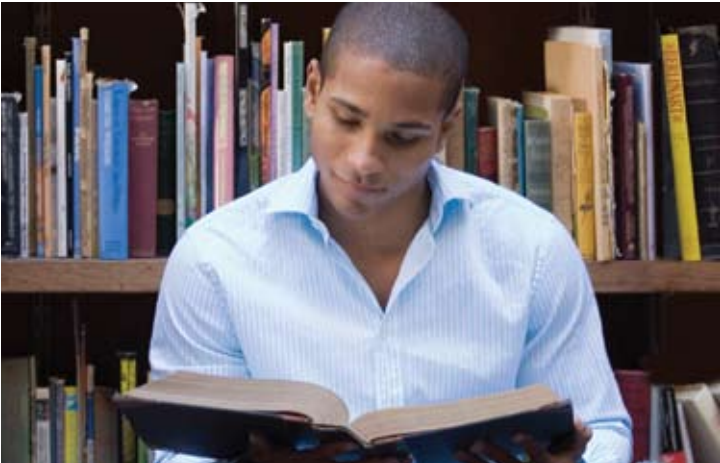
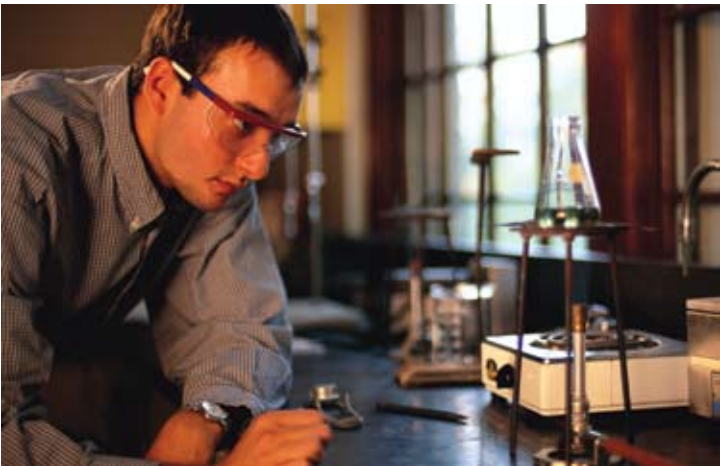
Supporting Pittsburgh's Schools

Pitt's School of Education has a long history of outreach to the leaders and staff of regional schools. The school's Western Pennsylvania Superintendents' Forum, Principals' Academy, and Tri-State Area School Study Council all have provided opportunities for sharing ideas, solving regional problems, and keeping degree programs relevant and productive. But the School of Education's current relationship with the Pittsburgh Public Schools exceeds even this rich history. Pittsburgh, like many urban school systems, is at a watershed point. Unless it changes substantially, it could end up serving only those whose economic circumstances or special problems make it impossible for them to receive private education. For those who believe that children should be prepared for civic life alongside their future fellow citizens, this scenario constitutes an emergency that requires a different level of response.

When Mark Roosevelt became superintendent of the Pittsburgh Public Schools with a mandate to reform and dramatically improve them, faculty in Pitt's School of Education agreed to do everything possible to help this effort succeed. They did so as part of a major team effort involving the district's teachers and administrative staff, the Board of Education, the Pittsburgh Federation of Teachers, regional leaders, the foundation community, and colleagues at other universities. Moreover, the Pitt effort is not restricted to the School of Education; it also involves the Institute for Learning and the School of Medicine. A team that includes the School of Education's Michele Cheyne, a colleague from Carnegie Mellon University, and staff from the Pittsburgh Public Schools is developing a science- and technology-focused high school that is slated to open in September 2008. The initial plan for the school was developed by

a team of students at Carnegie Mellon; Cheyne, Dean Alan Lesgold, and others then outlined some of the work needed to achieve the students' vision. The goal is a school that will enroll students who aspire to careers in science and technology, help them learn any basic skills in which they might initially be weak, and then provide them with a rigorous education that will prepare them for a solid university program in science or engineering. School of Education involvement also has occurred at the planning level. Lesgold serves on the Pittsburgh Public Schools' steering committee for the high school reform task force and meets weekly with that committee and Roosevelt. He also has helped brief the school board on high school reform efforts. The steering committee has played an important role in developing the overall plan for a new set of effective high schools of which

the science and technology school will be the first. It also has helped shape a new curriculum and program called Ninth Grade Nation, which is designed to bring students from diverse backgrounds together as effective learning teams, smooth the transition into high school, and provide a practical civics education to ninth graders that emphasizes the immediate practice of good citizenship and an understanding of how our local and regional communities work. A third instance of Pitt involvement has been led by the Institute for Learning, which itself has substantial participation from such School of Education faculty members as Anthony Petrosky, Margaret Smith, and Amanda Godley. This effort focuses on improving principals' ability to be leaders of learning, to foster professional development of their teachers, and to enhance the curriculum of the Pittsburgh schools. With foundation support, the institute, which has been an important force in urban districts around the country, is providing its full range of resources to help improve Pittsburgh's schools. Finally, work is beginning on a range of efforts led by the School of Medicine to improve science education throughout the Pittsburgh schools and, ultimately, to develop a health careers high school. That work itself builds on work done by School of Education Assistant Professor Jennifer Cartier with graduate students from Pitt's School of Arts and Sciences to help improve science education starting in the elementary years. These initiatives illustrate how Pitt has stepped up to the plate in perhaps one of the most important educational challenges in recent memory: preserving high-quality public education for all children in Pittsburgh. ■



Education Leaders Unite to Improve Learning Outcomes

The Western Pennsylvania Educational Leadership Initiative (ELI) is a comprehensive, integrated professional development initiative designed to support a school culture that clearly is focused on student learning and built upon a foundation of shared leadership. It seeks to promote a way of thinking and working that unites education professionals in the ongoing pursuit of excellence.

The ELI development team started with University of Pittsburgh personnel, including Richard Wallace, Sue Goodwin, and Otto Graf, and has expanded to include Gerard Longo, Joe Werlinich, and Rose Swensen, as well as a team of education providers and leaders. Given their experience working in the schools and their desire to improve student learning in the region, the team members believed it was critical to involve leaders at all levels—including teacher leaders for the first time in many districts—in developing effective leadership practices and focusing together on student achievement priorities. The forum for this collaborative work is the vertical (including superintendents, principals, and teachers) ELI Leadership Team.

ELI’s research-based, coaching-centered model focuses on five fundamental components of high-performing school districts:

- Positive cultures that expect, encourage, and support adult and student learning;
- Effective leadership that inspires excellence and focuses all activity on the core missions of teaching and learning;
- Consistently rigorous and relevant instruction that stimulates and rewards students’ intellectual curiosity and growth;
- An intense focus on planning, professional development, and resource allocation that is grounded in data; and
- Integrated systems that reinforce the vision, values, and priorities set by the school districts.

In all five areas, the single most important factor is students—what motivates them, what supports them, and what benefits them as future global citizens.

During the pilot year of the project, 10 hallmarks of high performing ELI leadership teams were developed as benchmarks for team assessment, development, and support. In addition, position papers were written to address the changing roles of the superintendent, principal, and teacher leader. The papers

Robert Post, superintendent of Grove City Area School District and executive secretary of Tri-State Area School Study Council, and Gerard Longo, codirector of ELI and director of the Western Pennsylvania Superintendents’ Forum, discuss future plans for ELI.

outline expectations for each of these roles and how they cooperate to assist in accountability.

The ELI program also has provided training and on-the-ground coaching to support school districts in the cultural and operational changes required to advance student achievement. ELI’s core strategies include:

- Conducting classroom walk-throughs;
- Developing high-performing teams at the district, building, and grade/discipline levels;
- Using content experts to demonstrate and support rigorous and relevant instruction;
- Implementing strategies for differentiated supervision and evaluation;

- Developing a partnership network composed primarily of regional experts from various schools, universities, intermediate units, consortia, and agencies; and
- Organizing a network among school districts that can disseminate information about and collaborate on best practices.

ELI team members value learning as an organization and therefore have outlined an extensive framework for internal evaluation that specifies both intermediate and long-term outcomes. The team aims to increase student learning outcomes within three to five years after a district has committed to participate. Indicators of improvement include increasing numbers of students scoring at the proficient and advanced

levels on the state assessment test as well as higher student attendance and graduation rates. Secondary outcomes focus on “enabling skills” that professionals demonstrate in order to drive and support greater student achievement.

Research and experience prove that change of this magnitude involves a high level of commitment, expert external support, and persistence in aligning and managing highly complex systems during a span of several years. The ELI program has launched its pilot cohort successfully and has begun orienting its phase one cohort. During the next two years, ELI will begin cultivating new colleagues-in-residence and developing the systems and structures required to expand and sustain ELI’s outreach to the region. ■



Current Policy Research Published by School of Education Faculty Members

C.E. Coburn, M. Honig, and **M.K. Stein**, “What is the evidence on districts’ use of evidence?,” in *Research and Practice: The State of the Field*, J. Bransford, L. Gomez, and D. Lam (Eds.), Cambridge: Harvard Education Press.

A. Crosson, **L.C. Matsumura**, and S.C. Slater, “Classroom climate, rigorous instruction and curricula, and students’ interactions in urban middle school classrooms,” *Elementary School Journal*.

L.C. Matsumura and **L.B. Resnick**, “Academic proficiency: Bright hopes, blurry vision,” *Voices in Urban Education*, 14, 9-21.

G. Kim and **M.K. Stein**, “The role of mathematics curriculum materials in large-scale urban reform: an analysis of demands and opportunities for teachers learning,” in *Teachers’ Use of Mathematics Curriculum Materials: Research Perspectives on Relationships Between Teachers and Curriculum*, **B. Herbel-Eisenmann**, G. Lloyd, and J. Remillard (Eds.), New York: Routledge.

M.S. Smith, **M.K. Stein**, and J. Remillard, “How curriculum influences student learning,” in *Second Handbook of Research on Mathematics Teaching and Learning*, F. Lester (Ed.), Greenwich, CT: Information Age Publishing.



Faculty Publications Support School Mission

The mission of the University of Pittsburgh School of Education—one of the best urban public research universities in the nation—is to advance knowledge, policy, and the practice of education regionally, nationally, and globally and to prepare the next generation of professional educators and scholarly researchers.

To do this, we must maintain a community of learning and teaching practices that equally engage University faculty, students, and education professionals in advancing the understanding and practice of education. We strive to increase opportunities for our students to learn and develop both inside and outside school as well as across the life span. Our job is to help these students flourish as healthy, productive, and knowledgeable citizens who are able to work collaboratively with others in a democratic society while contributing to global improvement of the human condition.

Toward these objectives, faculty members throughout the school have produced peer-reviewed research in notable scholarly journals. They also have published books and contributed book chapters. Overall, during the last academic year (2006–07), School of Education faculty members published more than 148 articles, book chapters, and books.

Topics of these writings include enabling factors for school and life success, urban education, the education of professionals, and educational policy. The subject of enabling factors also includes the promotion of health and physical activity, which is presented here separately. Urban education and the education of professionals is divided into language, culture, and literacy and teacher education.

Published works about enabling factors for school and life success include topics such as bullying, self-control, developing resilience, family involvement in adolescents' aspirations, and child and youth care. Journals featuring these writings include *Learning Disabilities Research & Practice*, *The Negro Educational Review*, and the *Journal of College Student Development*.

Health and physical activity includes topics such as different training techniques to enhance fitness, diversity across the curriculum, ratings of perceived exertion, self-monitoring techniques for tracking eating and exercise behaviors, and school-based mental health. Journals featuring these writings include *Medicine & Science in Sports & Exercise*, *Patient Education and Counseling*, *International Journal of Aquatic Research and Education*, *Archives of Internal Medicine*, *Journal of the American Dietetic Association*, *Journal of Dance Medicine & Science*, and *Journal of Sports Science and Medicine*.

Published works about language, literacy, and culture include such topics as high school students' exploration of class differences in a multicultural literature class, literacy coaching, best practices for improving literacy instruction, vocabulary assessment, increasing vocabulary repertoires, language learning during study abroad, and multigenre reading and writing in the content areas. Journals featuring our faculty's writings include *Pennsylvania Reads*, *The Language Educator*, *Reading Research and Instruction*, *Reading Research Quarterly*, *Urban Education*, and *Children and Youth Services Review*.

Published works about education policy include such topics as professionalism, school districts' use of evidence, merit aid, and large-scale urban reform. Publications featuring these writings include *Philosophical Studies in Education*, *Nonprofit and Volunteer Quarterly*, and *Journal of College Student Development*.

Published works about teacher education include such topics as online professional development, dialectally diverse classrooms, social studies curriculum, inquiry teaching and learning, self-study, and research-based practice. Publications featuring these writings include *Journal of the Learning Sciences*, *Learning Disabilities Research & Practice*, *Games and Culture*, *Journal of Applied Developmental Psychology*, *Science & Education*, *Educational Researcher*, *The Reading Teacher*, and the *Elementary School Journal*.

For a complete list of School of Education published works, please visit www.education.pitt.edu/publications/facultypublications2007.pdf. ■

From the Grants Office: Sponsored Projects

Each project listed contains (in the following order) the project being funded, the University liaison or project coordinator, the project sponsor, and the project amount.

Advanced Proficiency Development in Chinese, Japanese, and Korean Languages
Daniel Dewey
U.S. Department of Education
\$411,000
7/1/06–6/30/09
This project focuses on determining how learners are able to attain advanced proficiency in the Chinese, Japanese, and Korean languages.

SmartHelp Literacy Project Development
Rebecca Hamilton
Heinz Endowments
\$600,000
12/1/06–5/31/08
This project involves the design and testing of a system that provides affordable, research-driven approaches for literacy skill acquisition to all students.

Western Pennsylvania Education Leadership Initiative
Alan Lesgold
Grable Foundation/Heinz Endowments
\$600,000
4/1/07–5/31/09
In an effort to help advance student achievement in the public schools of Western Pennsylvania, this grant will support effective education leadership practices at all levels, promote academic rigor, and facilitate collaboration with and among schools.

Western Pennsylvania Forum for School Superintendents
Gerard Longo
Grable Foundation/Henry C. Frick Educational Fund/Heinz Endowments
\$105,000
4/1/07–3/30/10
This funding will help to further professional development of Western Pennsylvania school superintendents, and advance their mission to advocate for children and youth by enhancing their leadership skills and professional knowledge.

Indonesia Improved Quality of Decentralized Basic Education
Maureen McClure
Education Development Center
\$308,540
7/1/06–9/30/10
This project will provide technical services and related resources necessary to improve the quality of teaching and learning in Indonesia's public- and private-sector primary schools. It also will provide some limited assistance to junior secondary schools.

Family Centers of Excellence in School Readiness
Laurie Mulvey
Howard Heinz Endowments
\$360,000
12/1/06–2/28/10
This project seeks to implement and address school readiness by creating two Family Centers of Excellence in School Readiness. These centers will serve as community models for focusing activities and outcomes on preparing children and parents for school by linking prekindergarten programs with the Accelerated Learning Academies in their communities.

Classroom Excellence Initiative
James Turner
Grable Foundation/Pittsburgh Foundation
\$600,000
12/1/06–2/28/09
This project will provide new processes, information resources, and tools for teachers, principals, and administrators to help improve the academic performance of the children in our region.

Jakicic, Stone, and Godley Promoted



Jakicic

This year, John M. Jakicic and Clement A. Stone were promoted to the rank of professor and Amanda Godley was awarded tenure and promoted to the rank of associate professor. All three are to be congratulated on their dedication to the school and their accomplishments during the past years.

John M. Jakicic, chair of the Department of Health and Physical Activity and director of the Physical Activity and Weight Management Research Center, was promoted to the rank of professor. In addition to the promotion, Jakicic also recently was

appointed to be the director of the National Institutes of Health-funded Obesity and Nutrition Research Center.

Jakicic has a national and international reputation as a leading scholar in the area of physical activity and weight control. His current research examines the appropriate amount of exercise needed, when combined with healthy eating recommendations, to prevent weight gain in adults. This research will provide valuable public health information related to exercise recommendations for the prevention of obesity. His area of research stems from a long line of prior research demonstrating that approximately 60 minutes per day of moderately intense physical activity is necessary to enhance long-term weight loss and prevent weight from being regained. This line of research has significantly influenced the recommendations included in the 2005 *Dietary Guidelines for Americans*, which support this level of physical activity for weight control.

These experiences have culminated in Jakicic's serving as the director of the America on the Move in Pittsburgh initiative, which is a collaborative effort by academic, corporate, medical, and community organizations throughout the greater Pittsburgh and Western Pennsylvania region. This initiative is part of a national program designed to improve the health of children and adults



Stone

through modest increases in physical activity and modest reductions in dietary intake. Through this initiative, data will be available on the feasibility of conducting community-based interventions and the economic impact of these interventions on health care use. Dean Alan Lesgold said that Jakicic "does very solid work, mentors strong students and postdocs, converts his findings into publicly valuable community service, invests heavily of his time to build major programmatic funded research, teaches extremely well, and has a very strong reputation."

Clement A. Stone was promoted to the rank of professor in research methodology in the Department of Psychology in Education. Stone's research addresses two main areas: application of psychometric models and validation of assessments and score interpretations. Both of these areas have major implications for education policy. The passage of the No Child Left Behind Act placed a national emphasis on standards, assessment of student learning, school accountability, and school improvement. The consequences of state assessment programs are wide-ranging and may affect grade promotion and graduation for students, merit pay for teachers, and reconstitution and funding levels for school districts. Therefore, it is imperative that these programs operate at the highest level of integrity.

Stone's research has contributed significantly to technical and methodological issues related to state assessment programs as well as to evaluating the integrity or validity of evidence associated with these assessment programs and score interpretations. Stone has explored the impact of the state assessment program on classroom instruction and assessment practices; student learning; professional development activities; and attitudes of administrators, teachers, and students toward the assessment program and test preparation activities. Stone's research



Godley

has direct policy implications with regard to the reporting of scores and their subsequent use for instructional purposes. Lesgold said of Stone's research and mentoring: "His work, while technically complex, is extremely valuable both to the advancement of educational measurement research and to public policy." Lesgold added, "He has trained a number of strong doctoral students, and they have ended up in very good places, including the Educational Testing Service and other major testing organizations, including companies in Wisconsin and Iowa."

Amanda Godley was granted tenure and promoted to the rank of associate professor in English education in the Department of Instruction and Learning. Her research agenda emanates from her teaching experience, including teaching high school English, and her work in a variety of school settings.

Godley uses an interdisciplinary approach, and her research is grounded in English education and literacy studies, but it also incorporates linguistics and gender studies. Godley's teaching of three key subjects—basic college-level writing, gender and literacy, and high school-level grammar and language instruction—is informed by an understanding of literacy as a social practice inseparable from cultural and historical institutions or ideologies. Godley also shares what she is learning with classroom teachers. Her teaching and mentoring are enriched by her experiences and interests as a researcher of literacy, language, qualitative methods, and equity.

"Her energy and effectiveness in research, teaching, regional service, and service to the scholarly profession are exemplary. Her ability to demonstrate the highest level of both applied and translational research and her consistent seeking and effective uses of optimal methodologies for her research are exactly what the School of Education needs," said Lesgold. ■



Six New Faculty Members Join the Ranks of the School of Education

Three departments in the School of Education welcomed new faculty members this fall. W. James Jacob joined the Department of Administrative and Policy Studies, Patricia Crawford and Karen Wieland joined the Department of Instruction and Learning, and Amanda Hirsch joined the Department of Psychology in Education. In addition, the Learning Policy Center has two new faculty members: Richard J. Correnti and Jennifer Lin Russell.

W. James Jacob
During the past 15 years, W. James Jacob has worked in 27 developing countries and served as an assistant director of the Center for International and Development Education at the University of California, Los Angeles. Jacob joins the program in Social and Comparative Analysis in Education as a visiting assistant professor.

Beyond his experience abroad and at UCLA, Jacob also has worked with a number of private, public, bilateral, and multilateral organizations—including the United Nations Educational, Scientific and Cultural Organization (UNESCO); UNAIDS: The United Nations Joint Programme on HIV/AIDS; United Nations Development Programme; World Bank; and U.S. Agency for International Development—in his research endeavors.

New faculty members in the School of Education include, from left, Karen M. Wieland, Amanda J. Hirsch, Jennifer Lin Russell, Richard J. Correnti, Patricia A. Crawford, and W. James Jacob.

His teaching interests and experience are in the areas of qualitative research methods, multicultural education, mixed-methods research, education and social change, and organizational leadership and strategy. Jacob's recent research has been about interactions among ethnically diverse populations both within the United States and abroad. His work has been published in journals such as *Families in Society*, *International Review of Education*, *The Journal of Education Research*, *Development in Practice*, and *Journal of Children & Poverty*.

Jacob graduated from Brigham Young University, where he earned a Bachelor of Arts degree in history, a Master of Arts in international development, and a second master's degree in organizational behavior. He earned his PhD in education at UCLA.

Patricia A. Crawford
Patricia A. Crawford joins the School of Education as a tenure-track associate professor. Prior to moving to Pitt, Crawford taught at the University of Maine at Farmington in the Department of Early Childhood and Elementary Education and more recently, at the University of Central Florida, where she was an associate professor in the College of Education's Department of Teaching and Learning Principles. She was the director of undergraduate studies and a member of Success to Significance Leadership Group, a think tank commissioned to consider and plan for the impact of current and future trends in teacher education.

Crawford's research interests focus primarily on literacy learning of young children. She has published numerous articles and a book about elementary education. She also has appeared as a guest on the radio program *A+ Parent*. Crawford graduated from Indiana University of Pennsylvania with both a Bachelor of Arts and a Master of Education in elementary education. She obtained her doctoral degree in education from Pennsylvania State University with a major in curriculum and instruction.

Karen M. Wieland
Before joining the School of Education's program in reading education as a tenure-stream assistant professor, Karen M. Wieland was a reading educator through the University at Buffalo's Center for Literacy and Reading Instruction, a university-based reading clinic serving children in Western New York. Wieland also taught graduate classes at the University at Buffalo Graduate School of Education, including Language Arts Methods, Middle and Adolescent Methods, and Clinical Literacy Assessment and Instruction. She received the 2006–07 William Eller Scholarship, which is awarded annually to an outstanding doctoral student in Buffalo's Department of Learning and Instruction. Her research focuses on vocabulary acquisition and instruction for middle and secondary students and the investigation of effective preparation of preservice and in-service teachers. She recently coauthored a chapter in a book on multisensory learning and has presented at several conferences, including the International Reading

Association 21st World Congress on Reading, International Dyslexia Association 53rd Annual Conference, and International Reading Association 49th Annual Convention. Wieland graduated from the Catholic University of America with a Bachelor of Arts degree in music. She received a master's degree in reading education and her PhD from the University at Buffalo. Wieland's additional research interests include adolescent literacy, reading diagnosis and remediation, developmental spelling, writing remediation, and teacher education.

Amanda J. Hirsch
Amanda J. Hirsch joins the Applied Developmental Psychology program as an assistant professor. Hirsch earned BS and PhD degrees in school psychology at Michigan State University and sought out training opportunities in nontraditional settings. She has worked with underserved populations, including youth with depression, sexual minority (gay, lesbian, bisexual, and questioning) youth, and urban and low-income youth. Hirsch recently completed an internship with the Omaha (Neb.) Public Schools, where she provided comprehensive school psychology services to two elementary schools and one middle school. Her research interests include behavior disorders, bullying and school violence, child and adolescent development, factors affecting achievement in minority populations, low-income and urban children and youth, and sexual minority youth.

Continued on the next page

She has been published in the *Journal of Applied School Psychology* and the *Journal of Child and Adolescent Psychiatric Nursing*. She also has received research funding from Michigan State University and the National Association of School Psychologists.

Richard J. Correnti

Richard J. Correnti joins the Learning Policy Center as a tenure-stream assistant professor with a joint appointment in the Learning Research and Development Center. He received his PhD in educational administration and policy from the University of Michigan. His master's degree in human resources counseling is from Northeastern University, and his undergraduate degree in psychology is from the University of Massachusetts Amherst.

In 2006, Correnti received the American Educational Research Association's Distinguished Dissertation Award. While at the University of Michigan, he received a Spence Fellowship and the Charles Milne Greig Award. Correnti also is a member of Psi Chi, the National Honor Society in Psychology, and Alpha Lambda National Honor Society.

As a research associate at the University of Michigan, Correnti specialized in the study of instructional improvement. His interests focus on how policy and educational reform initiatives can improve instruction and student learning and how these efforts are influenced by issues of implementation and scaling up. Correnti was the primary analyst for a formative evaluation of three large, comprehensive school reform programs: the Accelerated Schools Project, America's Choice, and Success for All Foundation. The overriding focus of this work has been a formative analysis of the conditions under which both teaching practice and student learning improve. Correnti's research has been published in *The Elementary School Journal* and *Teachers College Record*.

Jennifer Lin Russell

Jennifer Lin Russell joins the Learning Policy Center as a tenure-stream assistant professor with a joint appointment in the Learning Research and Development Center. She received her doctoral degree in education from the University of California, Berkeley, where she received a Spencer Dissertation Fellowship for her dissertation, *Not Kid Stuff Anymore? Institutional Change in Kindergarten Education*. Her master's degree in

education is from the University of San Francisco, and her Bachelor of Arts degree is from Northwestern University, where she majored in political science and urban studies. Her long-term research agenda includes the continued use of organizational and institutional sociology to examine the consequences of policy shifts on school improvement efforts and teachers' work.

Russell worked as an adjunct researcher for a mixed-methods longitudinal study conducted by RAND Corp. The study was designed to identify factors that enhance the implementation of standards-based accountability, foster positive changes in schools and classroom practice, and promote improved student achievement. Russell also has worked as a research assistant on a mixed-methods study of the interaction of human and social capital with the learning demands of mathematics curricula in two urban districts. Her recent work has appeared in the journal *Teaching and Teacher Education* as well as in books and working papers for RAND Education.

Russell has received the Founder Regional Fellowship from the Founder Region of Soroptimist International of the Americas, and was named a RAND summer associate in 2004. ■

Legacy Laureate Gaunt Uses Teaching as a Foundation for Leadership

As the firstborn child of parents who came of age during the Great Depression, Bobbie Gaunt was raised in a home environment that placed a high premium on education.

"I was expected to do well academically, and it was teachers who made that possible, who every day gave of themselves in the classroom and the community," recalls Gaunt, who graduated summa cum laude from the School of Education with a BS in vocational business education.

It was that dedication that inspired Gaunt (now a Pitt trustee, Legacy Laureate, and Distinguished Alumni Fellow) to pursue an undergraduate degree in education—that, as well as a desire to cultivate what she describes as "this ability to make such a difference in a life."

Pitt expanded Gaunt's understanding of what an education degree can do. She moved out of the classroom and into Ford Motor Co., where she became the first woman to enter the automaker's sales and marketing management program.

"Relative to my career, it prepared me to understand the critical role of teaching and learning in meeting and raising the standard for leadership," Gaunt says of her Pitt degree. "By and large, great leaders are also great teachers."

In the middle of her career, Gaunt took a sabbatical to attend Stanford University's senior executive program. Twenty-nine years later, she retired as a corporate vice president and president and chief executive officer of Ford Motor Co. of Canada, a global affiliate with 16,000 employees.

Unafraid to speak her mind, Gaunt challenged how the industry addressed the needs of women, both employees and customers. Under her stewardship, Ford of Canada employees rated their satisfaction higher among all key dimensions than did Ford staff globally. An active mentor known for her down-to-earth style, Gaunt led a team to address employees' growing work-life balance concerns. She spearheaded the construction of an onsite child care center as well as a new headquarters to ensure that employees were surrounded by a leading-edge environment and the technological tools for doing business in the 21st century.

After retiring from Ford, Gaunt joined the Board of Directors of the Great Atlantic & Pacific Tea Co., Inc., in 2001, serving as director. In 2003, Gaunt assumed the role of chair of the Board of Directors of the Saugatuck Center for the Arts in her Michigan hometown, and in 2004, she became interim CEO for ADVO Inc., the nation's largest home-delivered print advertising company, continuing



Continued on the next page



to serve on the Board of Directors until the company was sold earlier this year. In 2006, Gaunt joined two automotive industry colleagues to form the Capitol Group, which includes automotive dealerships and related businesses in Indiana, Ohio, and Michigan. Their mission is to support the economic and cultural vitality of the communities they serve and to create a work environment for their employees and an experience for their customers that are satisfying and that sustain profitable growth.

Gaunt has been the recipient of many awards, including the Canadian Public Relations Society, Inc.'s 1998 CEO of the Year Award and the Women's Automotive Association International's Professional Achievement Award. In 1999, she was

recognized by the Automotive Hall of Fame with its Distinguished Service Citation, and in 2000, *Automotive News* named her among the "100 Leading Women in the North American Auto Industry." That same year, she received the YWCA Toronto's prestigious Women of Distinction Award. Gaunt has received honorary degrees from Niagara College, Ryerson University, and Sheridan Institute of Technology and Advanced Learning, and in 2000, she was among the first group of alumni to be honored as Legacy Laureates by Pitt.

Since retiring, Gaunt has relished her renewed "gift of time." She enjoys her waterside home in Saugatuck, Mich.; traveling; and spending time with her husband, Bob, and her many friends and

family. She continues to mentor young entrepreneurs and businesswomen.

Gaunt has been a continual supporter of the School of Education and the University of Pittsburgh, advising Dean Alan Lesgold during the past seven years and establishing the Bobbie Andrea Gaunt Endowed Scholarship to provide financial support to students who are preparing to become teachers.

In 2003, Gaunt addressed the School of Education graduating class, reminding them, "No matter what your age, you must be wise, and make important choices carefully ... and intentionally ... for they will provide the structure of your life story and a foundation of impermeable personal strength." ■

TELL US WHAT'S NEW!

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School of Education Honors its 2007 Alumni Award Recipients



The School of Education's 2007 Alumni Awards was held in April at the William Pitt Union. Pictured from left are School of Education scholarship recipients Derek Fuchs, Catherine Eberbach, and Karen Dryer; honoree Susan Albrecht; honoree Patricia Pierce; Dean Alan Lesgold; honoree Wendy Sink; honoree Richard Mathews; and honoree Yidan Wang.

On April 19, 2007, 150 alumni, faculty, emeritus faculty, students, and friends of the School of Education gathered in the Kurtzman Room of the William Pitt Union to celebrate the professional accomplishments of the school's 2007 Alumni Award recipients. The school also recognized its 2005–06 student scholarship and fellowship recipients and presented the 2007 Student Leadership Award at this reception. Those individuals honored included the following:

2007 Distinguished Alumni Award

Susan Ann Albrecht, PhD, RN, FAAN
Associate Dean and Associate Professor
University of Pittsburgh
School of Nursing
Pittsburgh, Pa.

Susan Ann Albrecht has earned three degrees at Pitt: a PhD in curriculum and supervision from the Department of Administrative and Policy Studies in 1981, and bachelor's and master's degrees in

nursing from the School of Nursing in 1975 and 1978, respectively. This award was given in recognition of Albrecht's commitment to teaching and research and her exemplary service to Pitt, including, for instance, service as primary liaison for the University Senate Council Athletics Committee and chair of the Faculty Development Committee of the Advisory Council on Instructional Excellence Innovation in Education Awards program.

Continued on the next page

2007 Early Career Award

Patricia Ann Pierce, PhD
Chair
Department of Exercise
and Rehabilitative Sciences
Slippery Rock University of Pennsylvania
Slippery Rock, Pa.

Patricia Ann Pierce received her PhD degree in exercise physiology from the Department of Health and Physical Activity in 2001. This award recognizes Pierce for her outstanding contributions to the field of exercise science as department chair at Slippery Rock University of Pennsylvania, a researcher, an author of scholarly works,

and a presenter at conferences and workshops. Pierce has written articles for, among others, the American College of Sports Medicine's *Health & Fitness Journal* and the *Journal of Health, Physical Education, Recreation, and Dance*.

2007 Departmental Alumni Awards

Department of Administrative and Policy Studies

Yidan Wang, PhD
Senior Education Specialist
World Bank Institute
Washington, D.C.

Yidan Wang received her PhD degree in international and development education in 1996. This award recognizes her long and distinguished career within the World Bank Institute. After graduating from Pitt, Wang joined the Asian Development Bank, which works closely with the World Bank Institute, and then the World Bank Institute itself. Throughout her career with the World Bank, Wang has been actively involved in training programs while also writing extensively.

Department of Health and Physical Activity

Kent Barry Pandolf, PhD, MPH, FACSM
Director (Retired)
U.S. Army Research Institute
of Environmental Medicine
Natick, Mass.

Kent Barry Pandolf earned his PhD degree in health, physical education, and recreation education in 1972. This award was given to Pandolf in recognition of his distinguished career as a researcher and nationally known scholar in the field of exercise physiology. During his long career, Pandolf maintained a close relationship with the School of Education. Over the years, he provided internship opportunities to many education students, allowing them to work with him and his research team at the Research Institute of Environmental Medicine in Massachusetts.

Department of Instruction and Learning

Richard P. Mathews
Coprincipal Investigator
Pittsburgh Partnership for
ENERGIZing Science in Urban Schools
Pittsburgh, Pa.

Richard P. Mathews earned his Master of Education degree in elementary education in 1978. This award honors Mathews' long-standing commitment to science education in urban public schools. Currently, Mathews works with Pitt professors and elementary and middle schools in the Pittsburgh Public Schools to give students a sense of what it means to be a working scientist.

Department of Psychology in Education

Marjorie Digby Kostelnik, PhD
Dean
College of Education and Human Sciences
University of Nebraska—Lincoln
Lincoln, Neb.

Marjorie Digby Kostelnik received her Bachelor of Science degree in applied developmental psychology from Pitt in 1971. She was a member of the first class to receive this degree from Pitt. Kostelnik received this award in recognition of her distinguished career and dedication to the field of education. Previously, she served as chair of the Department of Family and Child Ecology at Michigan State University, where she combined two academic schools into one. She also has coauthored several books, including *Guiding Children's Social Development* and *Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education*.

2007 Falk School Outstanding Alumni Award

Henry Fisher
Class of 1950
Owner and President
Commonwealth Securities
and Investments, Inc.
Owner and Chair
CIM Investment Management, Inc.
Pittsburgh, Pa.

Henry Fisher graduated from the Falk School in 1950 and went on to earn his undergraduate degree at Pitt in 1960. Fisher received this award in recognition

of his long-standing commitment to the Falk School, including his work to help organize the school's 75th reunion. He also was honored for his ongoing philanthropy to Pitt and Southwestern Pennsylvania. Fisher was nominated by his granddaughter, Madison Fisher, a fifth-grade student at the Falk School, who, along with the rest of Fisher's family, attended the alumni reception in April.

2007 Student Leadership Award

Wendy M. Sink
Doctoral Candidate
Department of Instruction and Learning
Science Education

Wendy M. Sink is a doctoral candidate in science education. She received this award in recognition of her service to the School of Education. As president of the Council of Graduate Students in Education (CGSE) during the 2005–06 academic year, Sink reorganized CGSE and brought it to the forefront of the School of Education. Under her leadership, CGSE's research conference was well attended for the first time in years. Sink also has volunteered at the school's graduation ceremony as the sign language interpreter.

If you would like more information on the school's alumni awards program or are interested in nominating an alumnus for a 2008 alumni award, please contact Gary V. Pollock, director of constituent relations, at 412-648-1789 or gvp@pitt.edu. ■



Susan Albrecht, recipient of the 2007 Distinguished Alumni Award, and her family received a warm welcome from Dean Alan Lesgold. Pictured from left are Albrecht; Lesgold; John, Albrecht's son; Elizabeth Kennedy, Albrecht's mother; and Jill, Albrecht's daughter.

Fall 2007 Alumni Updates

1929

On April 13, 2007, **Ruth Enderlin Miller** (BA '29) turned 100. Her family and close friends gathered in Florida for a special celebration of this milestone. Miller writes that she is still a "proud Pitt Panther" and follows the accomplishments of the Panthers football team. She looks forward to the *School of Education News* alumni updates section, although, she writes, few of her classmates are "still around." As a Pitt student, Miller was selected to participate in the groundbreaking ceremony for the Cathedral of Learning. She has fond memories of being at the construction site and of attending the ceremony with other Pitt students and dignitaries. A tear still comes to her eye when she sees a picture of the Cathedral of Learning.

1957

Joseph Chimento (MEd '57) has had a long and enjoyable career as an educator and musician. He has been a professional musician for many decades; he also served as a high school administrator for 22 years, a music supervisor for 15 years, and a guidance counselor for three years. Since 1988, he has been a supervisor of student teachers at Niagara University. Throughout the years, he has received many awards and citations at the local, state, and national level.

1960

Joseph Gilkey (BS '60, EdD '70) is living in a retirement community affiliated with the University of Florida, but, he writes, his loyalties remain with the Pitt Panthers.

1968

Carol Stanton (MEd '68) is the author of *Life Coach in a Box*, which recently was published by Chronicle Books of San Francisco. After living in San Francisco for many years, she returned to Pittsburgh and has been a career counselor in the College of General Studies at Pitt for the past seven years.

Linda Choder Walker (BS '68, MEd '71) is the principal of Davey Elementary School, which is part of the Kent City Schools in Kent, Ohio. For three years in a row, the school has been awarded an excellence rating by the state of Ohio. The school also was one of 63 Ohio schools awarded the state's 2006–07 Superintendent's Award.

1969

William Welker (BS '69, MEd '70) has been the reading specialist at Warwood Middle School in Wheeling, W.Va., since 1976. He served as dean of students from 1991 to 2000. He also has authored nearly 500 articles on the art and science of wrestling.

1974

Della Lee-Lien (PhD '74) retired as the dean of international education at Quinnipiac University in Connecticut.

She started the international education program and office at the university. She also established an exchange and study abroad program with partner universities worldwide.

1975

Michael Brown (BS '75) recently was re-elected to a fourth term on the Pennsylvania Interscholastic Athletic Association, Inc. District IX Committee. He recently retired after 32 years in the Redbank Valley School District (New Bethlehem, Pa.) as athletic director and dean of students. During that time, he served as head coach in three varsity sports. He now is in his second year as assistant baseball coach at Clarion University of Pennsylvania.

1977

Nikola Drobac (BS '77) was promoted to instructional supervisor at Reading High School in Reading, Pa., in January 2007. He also completed the requirements for his principal's certification through Pennsylvania State University in April 2007.

Susan Glor-Scheib (MEd '77, PhD '91) was promoted to the rank of professor in the fall of 2006. She has been with the Department of Special Education and Clinical Services at Indiana University of Pennsylvania for 14 years. Glor-Scheib chairs the Education of Exceptional Persons Program, which is approved by the National Council for Accreditation of

Teacher Education. She also serves on the board of Indiana Advocacy and Resources for Citizens with Cognitive, Intellectual, and Developmental Disabilities. Through collegial efforts and funding from the FISA Foundation, Glor-Scheib wrote and produced an instructional DVD about using technology to engage students with disabilities in the Individualized Education Program decision-making process. She also has authored a book, titled *Building Electronic Portfolios*, published by Attainment Co., Inc.

Bonita Marks (BS '77, PhD '89) was awarded a \$1,500 Neuroimaging Prize for Junior Investigators from the American Federation for Aging Research, the New York Academy of Sciences, and GE Healthcare for her research project, Role of Aerobic Fitness and Aging on Cerebral White Matter Integrity. Her research was presented at the New York Academy of Sciences and American Federation for Aging Research conference, Imaging and the Aging Brain. The research was in partial fulfillment of her postdoctoral studies at Duke University's Center for the Study of Aging and Human Development.

1979

Lee Ann Wagner Cica (BS '79, MEd '80) is teaching with the Pittsburgh Public Schools as a transitions teacher and with CITY Connections. She also is an adjunct instructor at Point Park University.

1983

Diane Johnson Eicher (PhD '83) was elected president of the Pennsylvania Association for Supervision and Curriculum Development for a two-year term, effective July 1, 2006.

Karl Heimbach (BA '83) is the athletic director at Col. Zadok Magruder High School in Rockville, Md. He recently coauthored an article that appeared in the Interscholastic Athletic Association of Maryland's magazine and authored an article on creating a high school hall of fame that was published in *Athletic Management*. He serves as president of the Maryland State Athletic Directors Association and was selected as its 2006 Athletic Director of the Year.

1984

Jamaludin Mohaiadin (MEd '84, EdD '95) was appointed as an associate professor and director of the Centre for Instructional Technology and Multimedia at the Universiti Sains Malaysia. In 2001, he was appointed as the deputy vice chancellor for student affairs at the same university. He retired in March 2007 but currently is serving as a visiting professor at the Universiti Malaysia Perlis.

1988

Pamela Solvay (EdD '88) recently was elected president of the School of Education Alumni Society. She works for the Moon Area School District in Moon Township, Pa.

1997

Dilruba Ahmed (MAT '97) is a former project coordinator with the Carnegie Foundation for the Advancement of Teaching in Stanford, Calif. As part of her work with Carnegie, she coedited *Going Public with Our Teaching: An Anthology of Practice*, published by Teachers College Press. She also contributed to the launch of Inside Teaching, an online archive of teaching practice. Her poems have appeared in several literary journals.

1998

Cynthia Pierce Liefeld (PhD '98) was appointed vice president of academic affairs at the Art Institute of Pittsburgh in October 2006. She recently was elected vice president of the School of Education Alumni Society.

1999

Eric Asongwed (MEd '99, PhD '05), who as a student was a K. Leroy Irvis fellow, currently is working as a research associate at Optimal Solutions Group LLC in Maryland.

2000

Brian White Jr. (MEd '00, EdD '06) recently was elected secretary of the School of Education Alumni Society. He is assistant superintendent for the Beaver Area School District in Beaver, Pa.

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