

University of  
Pittsburgh

Fall/Winter 2002

# SCHOOL OF EDUCATION

NEWSLETTER

**Early and Diverse Physical  
Activity Opportunities  
Needed for Children**





## Contents

From the Dean .....	2
School News .....	4
Faculty News .....	9
Alumni News .....	14
Student News .....	20
In Memoriam.....	30

### PUBLISHER

Alan Lesgold

### EDITOR

Judith DeAngelis

### ASSISTANT EDITOR

Seth Paradis

### COMMUNICATIONS MANAGER

Jeanie Goff

### GRAPHIC DESIGNER

Matthew M. Chverchko

### PRODUCTION COORDINATOR

Chuck Dinsmore

### EDITORIAL ASSISTANT

Aviva Selekmán

The University of Pittsburgh, as an educational institution and as an employer, values equality of opportunity, human dignity, and racial/ethnic and cultural diversity. Accordingly, the University prohibits and will not engage in discrimination or harassment on the basis of race, color, religion, national origin, ancestry, sex, age, marital status, familial status, sexual orientation, disability, or status as a disabled veteran or a veteran of the Vietnam era. Further, the University will continue to take affirmative steps to support and advance these values consistent with the University's mission. This policy applies to admissions, employment, and access to and treatment in University programs and activities. This is a commitment made by the University and is in accordance with federal, state, and/or local laws and regulations.

For information on University equal opportunity and affirmative action programs and complaint/grievance procedures, please contact: William A. Savage, Assistant to the Chancellor and Director of Affirmative Action (and Title IX and 504, ADA Coordinator), Office of Affirmative Action, 901 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260, 412-648-7860.

Published in cooperation with the Department of University Marketing Communications. UMC3967-1202

School of  
Education  
Newsletter

2



[www.education.pitt.edu](http://www.education.pitt.edu)

## From the Dean...

During the past few years, the standards movement and a general concern for education have begun to influence every school district in the country. New federal legislation sets higher standards for the teachers hired by local districts. It mandates a variety of efforts to set high standards, test for them, and assure that every teacher knows how to help all students reach those standards. Unfortunately, in contrast to an earlier era when Sputnik prompted Congress to pour more money into education, the recent efforts, like the earlier focus on special education needs of children, are largely underfunded mandates. Still, it is a remarkable and positive thing to have the whole country care about teaching our children well.

There are both plusses and minuses in the current climate. On the positive side, we see a detailed set of goals for education and a major revamping of teacher preparation to achieve those goals. We also see increasingly standardized and reliable tests to assess progress toward those goals. All of this is very good. In addition, we see a movement to redefine school leadership as leadership of the learning process. That too is a step forward.

Finally, we see an increased connection between schools of education and the induction and long-term professional development of teachers and school leaders.

We at Pitt are active and aligned with these positive steps. Our new efforts to better connect practice teaching with courses on campus are one response. Another is our Professional Development Project, which connects the school with the cooperating and mentor teachers with whom our students do their practice and intern teaching. We will continue to implement imaginative and powerful ways of meeting the public demand for better teaching and higher expectations for students. Even by the standards of test passing, our students look extremely good. The aggregate summary pass rate for 2000–01 was 99 percent, up from 93 percent in 1999–00 (the overall state rate dropped from 86 percent to 84 percent). The 2002–03 teacher preparation student body is both larger and even better prepared than those of the past several years, so the strong test trends can be expected to continue.



If that is the problem, high-stakes testing and improved cognitive methods for teaching math, while important, will not do the job by themselves. Health and fitness education will also be important. That's one reason we have built up our faculty in the area of health and fitness. A by-product of the academic focus will be emerging contributions from this school to overcoming the health

problems and costs associated with children and adolescents being physically unfit. Hopefully, our society will invest in this area, if for no other reason than to contain long-term health insurance costs.

On another front, there is good evidence accumulating that improved driver education and more driving practice for young people can dramatically decrease the death rate among young drivers. California dramatically increased practice requirements for young drivers and, equally dramatically, cut their youth death rate.

We should not be distracted from primary learning goals by bureaucratic requirements or by excessive focus on any particular after-school activity. We should remember that successful education includes more than meeting basic subject matter standards. It includes self-management skills, healthy lifestyle knowledge, the confidence and skill to cope with novel learning and problem-solving demands, the ability to enrich one's life through the arts, and the skills needed to survive in a large-scale society where survival and happiness are heavily dependent on a global economy, being street smart, and being able to safely get through daily life. Teaching those skills is also part of education.

Best wishes to each of you for continuing success in helping to prepare our next generations for a rich and challenging life.

Alan Lesgold  
Professor and Dean

At the same time, as part of a university, our job also includes reminding the public of things we know that may not be getting enough attention. Following are a couple of examples.

We know that cognitive performance is quite dependent on basic physical health. While common sense would suffice, we even have pretty good data to support the view that if a kid can't learn algebra in a 7:30 a.m. class, this might be partly because he doesn't know how to manage himself well enough to get enough sleep and enough exercise.



## EARLY AND DIVERSE PHYSICAL ACTIVITY Opportunities Needed for Children

Lack of adequate physical activity is a serious health problem of near-epidemic proportions in the United States and is associated with many health conditions such as obesity, diabetes, heart disease, and some forms of cancer. The severity of the situation is evidenced by the Surgeon General of the United States specifically identifying increased physical activity as a national priority in improving the health of the U.S. public. Being physically active is very important for children and adolescents to maintain healthy body weight, develop adequate bone strength to reduce future risk of osteoporosis, and enhance psychological well-being. There is also empirical evidence that children and adolescents who are more physically active have higher levels of academic achievement.

A nationally recognized assistant professor and physical activity epidemiologist in the University of Pittsburgh School of Education's Department of Health, Physical, and Recreation Education (HPRED), Deborah J. Aaron is committed to promoting physical activity as a way to improve the health of adolescents and as a means to combat the latent side effects of a sedentary lifestyle.

Over the past 10 years, Aaron has been examining the physical activity patterns of adolescents and describing how physical activity is related to other outcomes such as risk-taking behavior and academic performance. In an article published in the November *Archives of Pediatrics & Adolescent Medicine*<sup>1</sup>, Aaron describes the four-year change in activity patterns among a cohort of 1,245 adolescents. Physical activity was found to decline by 26 percent over the four years, but more striking was the tracking of activity choices. Choices of activity appear to occur prior to junior high school. The results indicate that if adolescents are not participating in a specific activity (e.g., tennis) by junior high, there is a 90–100 percent probability they will not participate in that activity during the following four years. The implication



Members of the Epidemiology Studies Center. Left to right: Kristi Storti, Katie Hinds, John Dube, Deborah J. Aaron, Patty Murray, Angie Gomez LoPiccolo, Karl Yoon-Suk Jekal, and Katie Steinkamp. Michelle Pcsolyar is not pictured.

from these findings is that physical education and community recreation programs need to offer a wide variety of physical activities to children of all ages and skill levels. If children are exposed to a variety of activities, they are more likely to find an activity they perform well and enjoy, thus increasing the likelihood they will continue to be active through adolescence and into adulthood. Unfortunately, many schools and community programs are geared toward the more physically skilled individuals and systematically eliminate those children with lower skill levels. In addition, with limited time spent in physical education classes, the lower skilled are not exposed to a wide variety of activities and do not experience the fun and enjoyment from being active, nor do they develop the skills to feel competent in performing an



A researcher performs diagnostic tests on an adolescent subject.





activity. If children do not find something they enjoy and feel competent doing, they may likely choose not to be active.

Aaron has received funding from the National Institutes of Health to continue to follow this cohort of 1,245 individuals, now in their mid 20s, to describe how physical activity changes during the transition from adolescence to young adulthood. This project, titled “Epidemiology of Physical Activity: Teenage to Adult Years,” is one of the first studies in the United States to measure physical activity from adolescence to adulthood in the same group of individuals. Aaron is interested in how physical activity changes over time and in the relationship between physical activity during adolescence and health status in young adulthood. She is also examining the effects of life transitions such as marriage, child bearing, and career development on the pattern of physical activity. To date, Aaron and her research team have located and collected data on more than 60 percent of the original cohort.

Aaron’s research and writings are multidisciplinary and represent the following fields: physical activity epidemiology, health behaviors in children and adolescents, health of sexual minority populations, and applications of information technology



Faculty, staff, and students enjoy participating in the Fitness Bus.

to public health. She has published in major journals, including *Medicine and Science in Sports and Exercise*, *American Journal of Epidemiology*, *Archives of Pediatrics & Adolescent Medicine*, and *American Journal of Public Health*. Aaron has a teaching certificate in health and physical education and is certified as an exercise specialist by the American College of Sports Medicine. In addition to her PhD in epidemiology, Aaron has earned several master’s degrees including an MSIS in information science and an MPH from the University of Pittsburgh, and an MS in exercise science from Slippery Rock University.

For the complete article, visit  
<http://archpedi.ama-assn.org>.

<sup>1</sup>Aaron, D.; Storti, K.; Robertson, R.; Krsika, A.; and LaPorte, R. “Longitudinal Study of the Number and Choice of Leisure Time Physical Activities from Mid to Late Adolescence: Implications for School Curricula and Community Recreation Programs.” *Archives of Pediatrics & Adolescent Medicine* 156 (2002): 1075–1080.

## Teachers, Principals, and Superintendents Need to Help the Fight Against Obesity

The increasingly sedentary life of children is due to factors such as increased television viewing, video and computer game playing, and the breakdown of social networks. This has resulted in the rapid growth of childhood obesity.

Research conducted by Deborah J. Aaron and others clearly indicates that children need to be taught skills to become and remain physically active, and the physical activity needs to be pleasurable and easy to do. Teachers, principals, and superintendents need to provide the opportunity for children to be physically active. It is critical to have quality health and physical education, and children need to move frequently.

One solution is “fitness breaks.” This is an easy, enjoyable, and stress-free way of getting the recommended amount of daily physical activity. At Pitt, for example, Aaron started the “Fitness Bus” for faculty and staff. A walking bus driver takes a designated route around campus, picking up walkers along the way. Other ideas for fitness breaks include stretching, follow-the-leader walking/jogging, “jumpnastics” (stationary jumping to music), in-place dance, and wall pushes. Not only do these ideas provide opportunities for the children to be active, but for the teacher as well. So get up, and get moving!



# Baierl Student Recreation Center Dedicated

Grab your shoes and let's get fit! The University boasts a new fitness center thanks to the generous donation of Bill Baierl, a 1951 graduate of the School of Education Department of Health, Physical, and Recreation Education. Bill Baierl proudly cut the ribbon at the dedication ceremony on September 4, 2002, and subsequently toured the center, talking with many of the sweating, exercising, and happy students.

In the Petersen Events Center, the 43,000-square-foot Baierl Student Recreation Center features two floors of fitness equipment and an all-glass front wall that looks over the end zone of the former Pitt Stadium. Housing more than 160 steppers, treadmills, rowing machines, free weights, and much more, the center also includes glass-walled racquetball and squash courts. Areas are available for aerobics and martial arts classes. Services provided to students include fitness assessments and exercise prescriptions.

School of Education faculty Marilyn Ross and Lou Fabian, the codirectors of Intramurals and Recreation, were instrumental in the design of the fitness center.



Left to right: Lou Fabian, Ken Metz, Robert Pack, Bill Baierl, Marilyn Ross, and Kory Stauffer

With help from Ken Metz, who was the dean of the School of Education at the initiation of the project, and working with Robert Pack, vice provost for academic planning and resources management, Ross and Fabian literally designed the center from the ground up. Traveling to other university fitness centers, they were instrumental in the configuration, layout, and equipment selection. Kory Stauffer is in charge of the day-to-day operations of the center.

Proud of the work that went into the design of the center, Ross feels that the Baierl Student Recreation Center provides a “healthful” space for students to gather. In one area, students are able to not only work-out, but also socialize, eat, study, and even view sporting and music events. At the dedication ceremony, Chancellor Mark Nordenberg stated that the center will provide the “foundations for long and healthy lives for tens of thousands of our students.”



# Endowed Funds Established

The Dr. Charles Hayes Jr. and Silvia Sconza Hayes Endowed Fund for Graduate Study at the University of Pittsburgh School of Education was announced at a reception held July 26, 2002, at the Pittsburgh Athletic Association. Approximately 75 friends, faculty, alumni, staff, and students celebrated the announcement with Silvia Hayes. This endowed fund commemorates the Hayeses' dedicated service to public education in the community by supporting graduate scholarships, programs, and research for students in the fields of physical and learning disabilities.

Also, the school was notified that the Barr Endowed Resource Fund had been established as a gift from Ralph R. and Mary N. Barr to fund student resources. In alternating years, students in the School of Education and the School of Engineering's Department of Electrical Engineering will be awarded funds for academic resources such as books, equipment, and travel. The selection of recipients in each school will be based on academic achievement and financial need.



Silvia Hayes (center) surrounded by friends and family.

## STAFF RECOGNIZED FOR SERVICE MILESTONES

This year, the annual staff recognition breakfast was held January 16, 2002, in the dean's office reception area. The following individuals were honored for reaching service milestones:

**Carole Bost**  
Instruction and Learning

**Dolores Gallagher**  
Dean's Office

**Barbara Gomolak**  
Student Service Center

**Herbert Hamlin**  
Health, Physical,  
and Recreation Education

**Paula Owens**  
Student Service Center

**Edie Smith**  
Dean's Office

**Sheila Talley-Armstead**  
Falk School



## FROM THE GRANTS OFFICE

# New and Continued Sponsored Projects

During the past year, the School of Education was awarded \$6.9 million in research, training, and public service grants and contracts from external sponsors including the federal government, the commonwealth of Pennsylvania, local and national foundations, and other sources. This represents a 13.8 percent increase over last year in sponsored project support for the school. The largest portion of this funding was received from the federal government.

## PENNSYLVANIA ALTERNATE SYSTEM OF ASSESSMENT PROJECT (PASAP)

**Naomi Zigmond**, Professor (DIL)  
*Commonwealth of Pennsylvania*—\$3,984,605

The three-year continuation of this project is to develop a Classroom Connections kit for teachers of students with severe disabilities. The goal will be to create materials and strategies that interrelate and align standards, curriculum, instruction, and assessment.

## CONSEQUENTIAL EVIDENCE STUDY FOR THE PENNSYLVANIA SYSTEM OF SCHOOL ASSESSMENT

**Suzanne Lane**, Professor (PIE)  
*Commonwealth of Pennsylvania*—\$677,798

This two-year project will examine the consequences/impact of the Pennsylvania System of School Assessment (PSSA) on curriculum, instruction, classroom assessment, and student learning. The study will provide validity evidence for the PSSA, a major accountability measure for Pennsylvania school districts, schools, and students.

## MAXIMIZING ADOLESCENT POTENTIALS PROGRAM (MAPS)

**Carl Fertman**, Research Associate Professor and Director of MAPS (HPRED)

*Allegheny County*—\$303,000

This funding provides for the continuation of the MAPS program. This project operates several direct-service programs and research projects for the prevention of substance abuse and the promotion of mental health.

## DEVELOPMENT AND TESTING OF THE STAGING ORGANIZATIONAL CAPACITY SCALE

**R. Tony Eichelberger**, Professor (APS)/ **Russell Schuh**, Research Associate (APS)

*The Robert Wood Johnson Foundation*—\$296,718

With this project, an instrument will be developed and tested to assess capacity of small agencies to deliver interventions in health and health care. This instrument is unique in the evaluation literature and has the potential to offer numerous advantages for more meaningful diagnosis of the technical assistance needs of small agencies.

## EARLY READING SUCCESS THROUGH EFFECTIVE TEACHING

**Rita Bean**, Professor (DIL)  
*Commonwealth of Pennsylvania*—\$171,000

The goal with the continuation of this project is to provide professional development and ongoing support to teachers in the area of early reading that will ultimately improve students' reading achievement through systemic change in target schools.

## PRINCIPALS ACADEMY

**Joseph Werlinich**, Associate Professor (APS)/ **Otto Graf Jr.**, Clinical Professor (APS)  
*Grable Foundation*—\$170,000

The purpose of this three-year grant is to support leadership training for principals and assistant principals in southwestern Pennsylvania.

## LITERACY AND EARLY LANGUAGE LEARNING: ACQUISITION AND ASSESSMENT

**Richard Donato**, Associate Professor (DIL)  
*Carnegie Mellon University*—\$92,700

Over a two-year period, this project will examine the progress of students participating in long, well-articulated sequences of Japanese and Spanish foreign language instruction with a particular focus on the development of literacy skills in the target languages.





## McELWAIN NAMED Director of Development

### NATIONAL YOUTH SPORTS PROGRAM

**Taylor Thompkins**, Clinical Instructor (HPRED)  
*National Collegiate Athletic Association*—\$55,500

This project serves disadvantaged youths ages 10–16. It provides a valuable community service using unique resources to benefit at-risk youth with beneficial, positive, and enjoyable services. The participants engage in highly structured sports skills experiences; attend classes dealing with drug abuse, employment, health, and other critical social issues; and receive a free lunch each day. They also receive a medical examination.

### A MENTOR-BASED APPROACH TO LONG-TERM WEIGHT LOSS

**John Jakicic**, Assistant Professor (HPRED)  
*National Institutes of Health*—\$52,788

The primary goal of this study is to examine the effect of a mentor-based intervention on long-term weight loss in overweight women. There will be additional analysis on the effect of this intervention on long-term weight loss in women functioning as mentors in this study.

Kathy Jo McElwain has been named director of development for the School of Education. McElwain's rich range of experience includes 16 years of teaching in both public and private for-profit schools and 14 years of fundraising experience in educational institutions. She has an undergraduate degree in business education from Geneva College and a Master of Education from the University of Pittsburgh.

McElwain taught in the Slippery Rock Area School District and then at the Bradford Business School in Pittsburgh. Following a career change, she worked in the Development Division of Carnegie Mellon University for nine years, for two years as director of advancement at Winchester Thurston School, and for three years in major gifts at Duquesne University.

It is her "desire to bring all that I have experienced and learned to the University of Pittsburgh in order to help build upon the highly successful efforts under way both in the school ... and in institutional advancement."



### Up and Coming on Strong!

*U.S. News & World Report* now ranks the University of Pittsburgh School of Education 38th among 188 U.S. graduate schools of education. This ranking is up from 47th place just last year and makes the school one of the Best Graduate Schools for 2003.

Dean Alan Lesgold attributes the rise to strong faculty, and he anticipates that this upward trend will continue as faculty and program improvements continue throughout the school.





Left to right: Isabel Beck, Rita Bean, and Rollanda O'Connor

## Reading Faculty Garner Awards

Three members of the School of Education's reading faculty have been recognized for their achievements in the areas of original ideas in the field, public service, and research.

**Isabel Beck** (DIL) was honored by the International Reading Association (IRA) on May 1, 2002, at their annual meeting in San Francisco, California. Beck was presented with the William S. Gray Award, which recognizes outstanding contributions in the field of reading. She was selected for her "initiation and development of original ideas that have increased knowledge and understanding of the reading process and improved practices in reading."

The award is derived from William S. Gray, a student of education and psychology scholar Edward L. Thorndike. Gray was one of the founding fathers in reading research, research that was known for its depth of thinking and breadth of topics explored. His legacy includes studies in areas such as vocabulary, comprehension, reading assessment, and an array of instructional issues.

**Rita Bean** (DIL) was presented the Chancellor's Distinguished Public Service Award at the University of Pittsburgh's 26th Honors Convocation. Bean was recognized for "her role as a teacher and researcher making special contributions to literacy instruction through wide-ranging community activities." The chancellor cited her efforts, which include service on the America Reads Project, which she directs; the Community Involvement Committee of the Extra Mile Education Foundation, which works with inner-city children; the Advisory Board for the Pittsburgh Branch of the Children's Learning Center, which is sponsored by the Scottish Rite, Masonic Temple, and provides free tutoring for children diagnosed with dyslexia; Beginning with Books, an organization that works with parents, teachers, and caregivers of students in low-income neighborhoods; and the Urban League Charter School Board, which has resulted in an alliance with the School of Education that provides professional development to primary school teachers.

**Rollanda O'Connor** (DIL) was the recipient of the Distinguished Early Career Research Award presented by the Council for Exceptional Children—Division of Research on April 5, 2002, in New York City. Her recent work centers on kindergarten/first-grade children with reading acquisition difficulties. This research has required the development of new reading approaches; efficacy trials; implementation of new approaches in inclusive, general education classrooms; and the development of a manual of lessons, scaffolding, and implementation.

### WHAT FACULTY ARE SAYING ABOUT:

## Student Assistance Programs

**Fertman, C.** National research agenda for student assistance programs. National Association of Student Assistance Professionals National Conference, Dallas, TX, April 2002.

**Fertman, C.** "Health Educator Transactional and Transformational Leadership Model." Presented to the Society for Public Health Education, Cincinnati, Ohio, May 2002.



# NEW Faculty

**David Post** joins the school from Pennsylvania State University, where he was associate professor of education and human and family development studies. He has a PhD from the University of Chicago, a master's from Columbia University, and a bachelor's degree from George Washington University. His areas of research include educational expansion in Hong Kong, education and child development in Latin America, political foundations of U.S. education policy, and other issues of educational policy research. He recently published a scholarly monograph on public welfare and education policies in Latin America and their relation to children's economic activity, titled *Children's Work, Schooling, and Welfare in Latin America*. Post has been a Fulbright-Hayes scholar and a Spencer Fellow, and he has worked as a visiting researcher in Peru, Mexico, and Hong Kong.

**Jennifer Cartier** has a PhD in education and a master's in biochemistry from the University of Wisconsin and a bachelor's degree in chemistry from Williams College. After completing her graduate work in 1999, she joined the National Center for Improving Student Learning and Achievement in Mathematics and Science. She received word of a new National

Science Foundation (NSF) grant shortly after accepting the position at Pitt. Cartier's work focuses on inquiry-based science learning and student understanding of scientific modeling and scientific argumentation. For example, she has done work on children's understanding of explanatory models in genetics.

**Amanda Godley** joins the school after two years of teaching at California State University at Sacramento. She has a master's and doctorate from the University of California at Berkeley and a bachelor's degree from the University of Chicago. She has taught English, English as a Second Language, and Latin; she has some special education experience, also. Her work has focused on such topics as the interplay of gender and literacy in the classroom; the teaching of writing; and "how various discourses about composition—its economic status, remedial overtones, conceptions of student need, and labor problems—" emerge in response to changes in working conditions of writing instructors. Godley has other connections to Pitt. She has jointly written with Jennifer Trainor, assistant professor in the English department, and was trained in part by Glynda Hull, who in turn was trained by David Bartholomae, chair of the Department of English.



Left to right: David Post, Amanda Godley, Jennifer Cartier, and John Jakicic

**John Jakicic** returns to Pittsburgh after recent work at Brown University School of Medicine's Weight Control and Diabetes Research Center and the University of Kansas. His earlier experience in Pittsburgh was as a senior fellow at Western Psychiatric Institute and Clinic's Behavioral Weight Control Program. Jakicic has been working on the relationship between various exercise programs and weight loss, including ways in which exercise leads to a healthier state and the factors that determine what exercise actually gets done in different kinds of programs. The National Institutes of Health has funded much of his work.

## WHAT FACULTY ARE SAYING ABOUT: Superintendents

**Wallace, R.** Cochair, Danforth Forum for the American School Superintendent Meeting, Orlando, Fla., November 2001.

School of  
Education  
Newsletter

11





## WHAT FACULTY ARE SAYING ABOUT:

## Evaluation

**Lane, S.** "Consequential Evidence for Assessment and Accountability Programs: What Do We Know Now?" Division D Vice Presidential Address at the Annual Meeting of the American Educational Research Association, New Orleans, La., April 2002.

**Lyon, S. R.; Zigmond, N.; Lehr, D.; and Green, J.** "Pennsylvania Alternate System of Assessment: Insights from Year 1 Statewide Implementation." Presented at the annual convention of the Council for Exceptional Children, New York, N.Y., April 2002.

**Stone, C.A. and Zhang, B.** "Comparing Three New Approaches for Assessing Goodness-of-Fit in IRT Models." Paper presented at the annual meeting of the National Council on Measurement in Education, New Orleans, La., 2002.

**Timm, N.** "Serial-Position Effects for Information Unit Production: The Role of Memory in the RAPP Story Retell Procedure for Normal and Persons with Aphasia." Paper presented at the British Aphasiology Society, September 2001.

**Timm, N.** "Auditory Memory for Story Telling in Normal Male, Female, Young and Old Adult Students in Persons with Aphasia." Paper presented at the Third VA Rehabilitation Research and Development National Meeting, February 2002.



Left to right: Kevin Crowley, Claudia Pagliaro, Peg Smith, and Clem Stone

## FACULTY Promotions

Kevin Crowley (DIL), Claudia Pagliaro (DIL), Peg Smith (DIL), and Clem Stone (PIE) have been promoted to the rank of associate professor.

**Kevin Crowley** simultaneously addresses important issues of practice and of theory. His work focuses on learning in informal settings, showing why it is important to have lots of small but high-quality experiences reflecting upon situations one encounters in life and trying to understand and explain them. He has demonstrated that museums are examples of where these micro-experiences of encountering aspects of the world, analyzing them, and explaining them can occur. Crowley has received substantial grant support for his work. In addition to his research, he is also an effective teacher.

**Claudia Pagliaro** has been the primary stimulus for those in the field of deaf education to start thinking carefully about how deaf children are taught mathematics and about what it will take to teach them well. Her work has been published in the best journals in her field.

She has received substantial peer reviewed grants, including one from the U.S. Department of Education. Students rate her highly as a teacher as she is able to draw on her K-12 teaching experience.

**Peg Smith** is nationally well regarded as a scholar of professional development for mathematics teachers. She is well published and has a strong record as an instructor in the school. Along with others, Smith has been working with the Los Angeles schools to improve mathematics education. She has also collaborated on current National Science Foundation-funded research.

**Clem Stone** studies the general robustness of Item Response Theory (IRT) process in the face of a variety of violations of the assumptions made in the theory. By conducting large numbers of Monte Carlo simulations, he has been able to show that the few prior efforts to examine IRT robustness were inadequate. He currently is studying alternative approaches. Stone is rated highly as a teacher and has served as chair of the school's technology committee.





## Faculty in Leadership Roles Around the World

**Rita Bean**, professor, was elected a board member of the International Reading Association in 2002–03.

**Nancy Elman**, associate professor, was elected secretary, Division 43 (Family Psychology), American Psychological Association. She serves as the chair-elect of the Advisory Committee on Colleague Assistance, Board of Professional Affairs, American Psychological Association.

**Douglas K. Hartman**, associate professor, was elected president of the History of Reading Special Interest Group of the International Reading Association for the 2002–03 term.

**Louise Kaczmarek**, associate professor, was appointed to the Pennsylvania Interagency Coordinating Council for Early Intervention as the new personnel preparation representative.

**Jane Konrad**, research associate, was recently appointed to the National Science Teachers Association (NSTA). She becomes a member of the Task Force on Professional Development Standing Committee/Professional Development.

**Suzanne Lane**, professor, has served as president of the National Council on Measurement in Education (NCME) for the past two years.

**Marian L. Vollmer**, assistant director/master teacher at Falk School, was recently appointed chair of the National Association of Laboratory School Mini Grant Committee.

## Faculty Awards

**Cynthia Coburn**, assistant professor, earned the American Education Research Association's Dissertation award in its initial year for her dissertation "Making Sense of Reading: Logics of Reading in the Institutional Environment and the Classroom."

**Rollanda O'Connor**, associate professor, was honored with the Distinguished Early Career Research Award on April 5, 2002, by the Council for Exceptional Children—Division of Research.

**Maureen Porter**, assistant professor, was presented with the Women Breaking Through the Glass Ceiling Award at the Women Educational Leaders Conference by the Leadership Institute Organization in Augsburg, Germany.

## Books Published by Faculty

**Neil H. Timm**, professor, *Applied Multivariate Analysis*. New York, NY: Springer-Verlag, 2002.

**Dave Berman**, associate professor, *The Heroes of Treca Gimnazija: A War School in Sarajevo, 1992–95*. Boulder, CO: Rowman and Littlefield Publishers, 2001.

WHAT FACULTY ARE SAYING ABOUT:

## International Education

**Ginsburg, M.; Belalcázar, C.; Fuentes, R.; Rapport, L.; Vega, R.; and Zegarra, H.** "Institutional Arrangements and Curricular Goals of Teacher Education in Mexico, 1821–1994: A Historical Analysis in Global/National Political Economic Context." Presented to the Comparative and International Society, Orlando, Fla., March 2002.

**Weidman, J. C.; Yeager, J. L.; and Picard, L.** "Academic Reorganization at an Institution in Crisis: The University of the North in Africa." Presented at the annual conference of the Association for the Study of Higher Education, Richmond, Va., November 2001.



## WHAT FACULTY ARE SAYING ABOUT:

## Children &amp; Families

**Blevins, A. L.** "The Global Partnership for Children and Adolescents." Presented at the Pre Millennium Forum Conference by the Comite des ong Aupres de L'UNICEF, New York, N.Y., May 2001.

**Duquin, M.** "Reading and Moving: Family Processes for Raising Healthy Children." Presented to the North Central Sociological Association, Windsor, Canada, April 2002.

**Johnson, C. N.** "Cultural Variation in Fantasy Beliefs." Invited presentation in the symposium Evidence of Metaphysical Thought in Childhood at the second biennial meeting of the Cognitive Development Society, Virginia Beach, Va., October 2001.

**Palenchar, D.R.; Cohen, M. M.; and Vondra, J. I.** "Contextual Stressors and Supports in Relation to Parent Involvement in the Home, Community, and School." Paper presented at the annual conference of the National Council on Family Relations, Rochester, N.Y., 2001.

**Seligman, S.** "Siblings of Children with Disabilities." Paper presented at the Association for Retarded Citizens, Pittsburgh, Pa., 2002.

**Vondra, J. I.; Chen, S.; and Wilson, J.** "Family Stress and Children's Academic Adjustment: Do Secondary Caregivers Help?" Paper presented at the annual conference of the National Council on Family Relations, Rochester, N.Y., 2001.

SCHOOL OF EDUCATION ALUMNA ELECTED  
New Secretary of the Board

Pitt's Board of Trustees elected Assistant Chancellor B. Jean Ferketish the new secretary of the board at its June 20 meeting.

Ferketish earned the Bachelor of Arts degree in journalism from Duquesne University in 1976, an MBA degree from Pitt's Joseph M. Katz Graduate School of Business in 1981, and a PhD degree from Pitt's School of Education in 1992.

She worked at Westinghouse from 1978 to 1988 in positions that included communications manager for Westinghouse Headquarters Operations and organization quality manager for AEG Westinghouse.

In the early 1990s, she was a senior consultant for Development Dimensions International.

Ferketish came to Pitt in 1995 as director of organization development in the Office of Human Resources. In 1997, she was promoted to assistant vice chancellor for client service and organization development, and, two years later, she was named assistant chancellor, in which capacity she has coordinated a wide range of special projects within the University and in the broader community.

"After a highly successful career in the corporate world, Jean made a very effective transition to the University," said Chancellor Mark A. Nordenberg. "She brought



special insights, experiences, and talents to her work at Pitt and already has made important contributions to our overall progress. Both the members of the Board of Trustees and I look forward to working with her in this important new role."

Reprinted with permission of Pitt Campaign Chronicle. Original article appeared July 1, 2002.

## WHAT FACULTY ARE SAYING ABOUT:

## Social Studies

**Atman, K. S. with Jane Konrad.** "The Lewis and Clark Expedition as Understood through a Discussion Lens." Presented to the National Association for Science, Technology and Society, Baltimore, Md., February 2002.

**Berry, L. H.** "Museum Websites: Informational, Educational, or Instructional." Presented at the meeting of the Eastern Maritime Museum Association, Easton, Md., November 2002.



## MEDIASCOPE NAMES ALUMNA

# Donna Mitroff President

This September, alumna Donna Mitroff, PhD, was named president of Mediascope, a national, nonprofit research and education organization working to promote social issues through media. In her new role, Mitroff will oversee Mediascope's current campaigns and develop new business proposals, in addition to managing daily functions at the organization's Studio City, California, headquarters.

Prior to accepting the Mediascope position, Mitroff served at Fox Family Worldwide as senior vice president of policies and practices in programming, education, and community issues. In that capacity, she oversaw broadcast standards and practices along with the educational and public affairs efforts of both the Fox Kids Network and Fox Family Channel.

Before joining the Fox Kids Network, Mitroff ran her own company, Mitroff Media Makers (M3), which focused on the quality, content, and supply of education-oriented media products for children and families. M3 developed and produced projects for public broadcast through the television station WQED in Pittsburgh and provided educational consulting services to Saban Entertainment on the development of the critically acclaimed

series *The All New Captain Kangaroo*. M3 also created the educational curriculum guide for the preschool series *Wimzie's House* and developed the curriculum framework for the Fox Kids PSA campaign, Check Yourself.

Having served as vice president of WQED-West—the station's West Coast office for more than a decade—Mitroff was executive in charge of production for several public broadcast and commercial series, including the *National Geographic Specials* and *The Wonderworks Family Drama Series*. In 1992, she coexecutive produced the Wonderworks special *You Must Remember This* with Donna Brown Guillaume, which received the Humanitas Certificate in July 1993. Mitroff's career in television began with WQED Pittsburgh in 1979, serving as director of educational services before moving to Los Angeles to head up the PBS affiliate's West Coast office.

Mitroff completed her PhD in curriculum and supervision and a master's in special education at Pitt. Her teaching experience encompasses elementary, special, and higher education, with formal training in child development, remedial reading, program evaluation, and research. She is currently an



adjunct professor in the Annenberg School of Communication at the University of Southern California, where she teaches a wide range of issues in children's media.

She has served on several national advisory committees and international children's programming juries, has been a consultant to many of Hollywood's major children's programming organizations, and has been a member of numerous professional organizations, including the Academy of Television Arts & Sciences, the Cable Television Public Affairs Association, Women in Cable and Television Communications, and the National Advisory Board for The Discovery Rooms Project in the California Museum of Science and Industry's expansion. She has also served three terms on the Board of Governors of the Academy of Television Arts & Sciences, representing the Children's Programming Peer Group.



## WHAT FACULTY ARE SAYING ABOUT:

## Leadership &amp; Higher Education

**Regsurengiin, BE; Yeager, J. L.;** and **Sukhbaatar, J.** "Privatization of Higher Education: A Case Study." Presented at the annual conference of the Comparative and International Education Society (CIES), Orlando, Fla., March 2002.

**Werlinich, J.** "Transformational Leadership: A Journey of the Spirit." Presented at the Association of Principals in Reno, Nev., December 2001.

**Yeager, J. L.** "Benchmarking Tools for Advancement." Invited address presented at the first conference of the Association of Private Higher Education Institutions of Thailand (APHEIT), Bangkok, Thailand, November 2002.

## Health &amp; Wellness

**Duquin, M.** "Partnerships for Health." Presented at the national conference of the Association for Gerontology in Higher Education, Pittsburgh, Pa., February 2002.

**Fertman, C. and Dotson, S.** "Teaching Interdisciplinary Team Strategies for Chronic Disease Prevention in Rural Communities." Presented to the Society for Public Health Education, Cincinnati, Ohio, May 2002.

**Kruman, S. G.** "Dance at the Center: Making Connections through Content, Process and Performance." Presented at the conference of the Eastern District Association, Baltimore, Md., February 2002.

## ALUMNUS APPOINTED DEAN AT THE UNIVERSIDADE EDUARDO MONDLANE

**M**ouzinho Mario was appointed dean of the Faculty of Education at the Universidade Eduardo Mondlane (UEM) on February 22, 2001, after having served as chair of its installation committee since April 1998. The faculty includes three departments (educational sciences, instruction and educational technology, and math and science education) and a Center for Academic Development. The school started offering master's programs in math and science education, curriculum and instructional development, and adult education in August 2001. This August, the school initiated a four-year undergraduate program in psychology with 60 students. In August 2003, the school is expecting to begin a master's program in educational administration and management. The faculty also provides pedagogical and didactical training to prospective secondary school teachers enrolled in the Faculties of Science and Arts.

In addition to his managerial responsibilities, Mario has been teaching sociology of education and research methodology both in the School of Education and the Faculty of Social Sciences at UEM. He is an appointed member of the Scientific Committee of the Association of African Universities. His research and consulting activities focus on higher education, teacher education,

and education policy analysis and evaluation. His recent publications include "Review of Education Sector Analysis in Mozambique, 1990–98," which was published by the Working Group on Education Sector Analysis, United Nations Educational, Scientific, and Cultural Organization (UNESCO), in 2002 and "Higher Education in Mozambique: A Case Study" (in press) with Peter H. Fry from the Federal University of Rio de Janeiro, Brazil, and Arlindo G. Chilundo at UEM. This is part of a series of case studies sponsored by the Ford/Rockefeller/McArthur/Carnegie foundations in Africa.

## WHAT FACULTY ARE SAYING ABOUT:

## Doctoral Students &amp; Dissertations

**Garman, N.** "The Creative Dissertation: Ontology or Oxy-moron." Symposium presentation at the conference of the American Educational Research Association in New Orleans, La., 2002.

**Tananis, C.** "Southwest Pennsylvania Regional Benchmarking Report TIMSS 1999—Eighth Grade Mathematics and Science: Achievement for a Workforce Region in a National and International Context." Presented at Boston College, International Study Center, 2001.





## Book by Pitt Alumni

Mother and daughter graduates of the University of Pittsburgh, **Drs. Clea P. Hollis** and **Leah P. Hollis** are coauthors of *The Saga of the Johnstown City Schools* published by Patllispress in 2002. President of the National Association for the Advancement of Colored People (NAACP), Kweisi Mfume, wrote the forward to the book. A historical coverage of the development of the public school system in Johnstown, Pennsylvania, the book starts with the birth of the Johnstown schools in the 1860s and traces the changes up to the current times.

Clea, who earned a master's in education and a doctorate in higher education administration from the University of Pittsburgh, is currently a consultant for the U.S. Department of Education. She was the first African American and the first female to serve in the president's cabinet at the Pitt-Johnstown campus. In 2001, Clea was honored by the YWCA's Tribute to Women for Community Service and the National Organization for Women (NOW) as Woman of the Year. She currently serves as president of the Johnstown Branch of the NAACP,

vice president of the American Association for University Women (AAUW), and vice president of the Elizabeth Lindsay Davis Club.

Leah earned a Bachelor of Arts in English as a Henry Rutgers Scholar from Rutgers University, a master's in English from Pitt, and a doctorate of education in higher education administration from Boston University. She is director of academic support services for student athletes at Rutgers University.

*For additional information about the book, see [www.patllispress.com](http://www.patllispress.com).*

## Notes and Updates

**Mark L. Campbell, EdD**, was elected to a three-year term as department chair of the Academic Services Department at Slippery Rock University of Pennsylvania.

**William Englert Jr., EdD**, is assistant principal at Peters Township High School in McMurray, Pennsylvania. Englert is also a member of Phi Delta Kappa, the National Association of Secondary School Principals, and the Pennsylvania Association of Student Assistance Teams. He has had several articles published in professional journals. The most recent, on student performance, appeared in *Administrator Magazine*, a publication of the Pennsylvania Association of Secondary School Principals.

**Sharry M. Sackor, EdD**, has been promoted to associate professor at Abraham Baldwin Agricultural College in Tifton, Georgia, where she teaches developmental reading. Sackor is a K. Leroy Irvis Fellow and a graduate of the reading education program.

**Lisa Marie Maccarelli, PhD**, has accepted a postdoctoral position at Yale Medical School.

**Kathryn J. Allen, MAT**, has been a Spanish teacher in the West Allegheny School District for the past two years. She is responsible for the implementation of the new elementary school Spanish program that serves all students in third through fifth grades.

**Maggie Painter Allison, MEd**, was recently named principal at Trinity Area Middle School. Allison is a member of several professional organizations including the National Middle School Association and the Association for Supervision and Curriculum Development.

**Abdullah Mohammed Al-Sarimi, PhD**, was appointed assistant dean of the School of Education, Sultan Qaboos University, Muscat, Oman.

**Jason Perrin, MEd**, is the principal at Mt. Nittany Middle School in the State College Area School District. Previously, he was assistant principal at Park Forest Middle School.



Notes and Updates *continued...*

**Kathleen Letshabo, PhD**, is with the University of Botswana. Recently, she served as a consultant with the United Nations Children's Fund (UNICEF) for the Monitoring Learning Achievement Project in Uganda.

**Monica Shea, MEd**, is teaching English as a Second Language (ESL) to children in grades three through six in the Avon Grove School District, West Grove, Pennsylvania. She has also taught ESL in the Chester County Migrant Education Summer Program.

**Zebun M. Ahmed, PhD**, published a section in *The Comparative Education Reader* titled "Mapping Rural Women's Perspectives on Nonformal Education Experiences."

**Steven Brown, PhD**, received the Distinguished Professorship for Teaching Award 2002 from Youngstown State University.

**Ann-Maureen Pliska, EdD**, has been working in Program Evaluation/Institutional Services—Research Division at the Accredited College Testing Center (ACT) in Iowa City, Iowa. Her dissertation, "Implementation of the 1993 Pennsylvania Educational Reform: Issues Related to Strategic Planning," was named Dissertation of the Year by the International Society for Educational Planning (ISEP) in 1996. Pliska recently coauthored an article in the *National Association of Secondary School Principals Bulletin* titled, "The

Relationship Between Secondary School Scheduling Models and ACT Assessment Scores."

**Michael J. Smith, PhD**, serves as director of education for the American Geological Institute. He has recently published two earth science curriculum projects funded by the National Science Foundation (NSF). EarthComm is a modular high school earth systems program, and Investigating Earth Systems is a modular, inquiry-based middle school earth science program. In addition, he serves as principal investigator on two NSF grants: Project CUES—Constructing Understandings of Earth Systems and the Annual Conference for Developers of NSF Funded K–12 Mathematics & Science Curricula and Implementation Projects. Smith resides in Camden, Maine, with his wife and daughters.

**Madya Mokhtar Ismail, PhD**, is professor at Universiti Sains Malaysia, Pulau Pinang, Malaysia. Recently, he was appointed coordinator professor, Basic Educational Research Unit, School of Educational Studies at the university.

**Robert H. Nitko, MEd**, has taken a position as instructional designer with the Hartford Insurance Company in Hartford, Connecticut.

**Ron Lunardini, EdD**, was honored as the recipient of the Pennsylvania College Personnel Association's Outstanding Contribution to the Profession Award. This is an annual award that recognizes an individual who has made a significant contribution to the student affairs profession.

**Michael J. Young, PhD**, has been appointed director of psychometric research, Harcourt Educational Measurement, San Antonio, Texas.

**Bruce E. Dempsey, MEd**, was named assistant vice president of education for the Art Institutes' Division of Education Management Corporation. The Art Institutes is a group of 24 national colleges offering degrees in the applied arts. Previously, Dempsey served as dean of education for The Illinois Institute of Art, a private applied arts college in Chicago, Illinois.

**Anthony J. Nitko Jr., MEd**, has been appointed middle school principal at the Arizona School for the Deaf and Blind.

**Diana Quatroche, PhD**, associate professor of elementary and early childhood education, serves as Indiana State University's institutional liaison to the National Academy of Education Committee on Teacher Education. ISU is one of seven universities in the nation chosen to participate on this committee that is being funded by a two-year grant from the U.S. Department of Education. This project brings together researchers, teacher educators, and practitioners from across the country to determine the essential knowledge base for new teachers.

**Regina Dallas Brooks, MEd**, has been named guidance counselor at Carrick High School. Previously, she served as adult education teacher and facilitator of the Adult Literacy Program at Connelly Technical Institute, the adult education branch of the Pittsburgh Public Schools.



**Teresa Pope, PhD**, is one of five assistant principals at North Penn High School and leads Home Office: F-40. Pope also oversees the District Student Assistance Program and serves as the chair for the Act 211 Committee for Safe Schools.

**Vaughn Dailey, MEd**, was inducted into the Hall of Fame of the Teacher Excellence Foundation of Southwestern Pennsylvania on April 29, 2002. Dailey teaches seventh grade social studies for the Peters Township School District, where he has been teaching for 24 years.

**Karen D. Habel, MEd**, is a substitute teacher for the Meyersdale Area School District in Somerset County, Pennsylvania. She lives with her husband, Frederick, on a 109-acre family farm that is near the Shanksville area, where Flight 93 went down on September 11, 2001.

**Bonita L. Marks, PhD**, was promoted to associate professor at the University of North Carolina at Chapel Hill, Department of Exercise and Sport Science within the Exercise Physiology Specialization.

**Joseph M. DeFrancesco, MAT**, is a whole school reform facilitator in the East Orange School District. He is also pursuing a Master of Arts in Educational Administration at Caldwell College in Caldwell, New Jersey, where he is in one of the first two cohorts of the Off-Campus Leadership Development Program.

**Kenneth R. Bauer, MAT**, received the outstanding Math-Science Teacher Award from Corning Company in the Catawba County Schools, North Carolina. He is a fourth-grade teacher at Banoak Elementary School.

**Marilyn Nicoson, MEd**, is teaching at the Harvard Institute, where she lectures on Concord history. In addition, she volunteers through the American Association for the Advancement of Slavic Studies teaching English to foreign students. She recently published a chapter titled, "Church on the Green—History of Puritan Church in Concord."

**Christine Sakach Lechlitter, MEd**, was recently appointed assistant dean for student services in the School of Art, Media, and Music at the College of New Jersey. She also serves as vice president of the Staff Senate at the college.

**Ezra L. Stieglitz, PhD**, has just released a book, *The Stieglitz Informal Reading Inventory: Assessing Reading Behaviors from Emergent to Advanced Levels*.

**Ernest O'Neil, PhD**, has been appointed chief of party for the New Horizons for Primary Schools, U.S. Agency for International Development (USAID)/Jamaica.

**Christopher Shinkman, PhD**, was honored by the University of Pittsburgh Alumni Association with a Volunteer of the Year Award in 2002. The award recognizes

and honors individuals who have enriched the life of the University through their volunteer efforts. Also Shinkman helps to organize events for the Chesapeake & Potomac Pitt Club in Washington, D.C., and is a regional director for the Pitt Alumni Association.

**W. Patrick Leonard, PhD**, has been appointed president of Morton College in Palos Park, Illinois.

**Nadine Zernich Ujevich, MEd**, is a retired teacher married to Milo Ujevich, former assistant superintendent of the Ambridge School District.

She writes of her "extraordinary family," all of whom are Pitt alumni. Her daughter, Jan Ujevich Beilhy, now an attorney, was a Pitt All-American swimmer. Her son, Mark, is now a radiologist at Aliquippa Community Hospital. Nadine's three brothers, Steve, Wallace, and Michael Zernich, are all Pitt Legend Award Winners who played varsity basketball.

**Robert M. Shaw, BA**, has retired after 59 years in the ministry of the Episcopal Church. During his career, he served as rector in churches in Boston, Massachusetts; Nashville, Tennessee; Buffalo, New York; and Oklahoma City, Oklahoma, where he now resides. He recently celebrated his 84th birthday with his three daughters and six grandchildren. During WWII, Rev. Shaw served as a chaplain in the U.S. Navy.





# STUDENTS BUILD School in Peru

Susan Gillis-Kruman

*Editor's Note: Susan Gillis-Kruman is a clinical instructor specializing in dance performance and education in the Department of Health, Physical, and Recreation Education. She has received several grants for choreography and videography, and has choreographed various productions. Extending her trip in Peru, she taught dance at the Instituto Cultural Peruano Norte Americano.*

*Maureen Porter's class was a prerequisite for those interested in participating in the LINCS program in Peru. The course was structured to facilitate communal interactions among the students who would then travel to Peru, work and live closely together, and become enmeshed in the Peruvian culture.*



We used innovative techniques to maximize local resources and to effectively work together as an intercultural team.

It was fall semester 2001, and I was entering Trees Hall when I noticed a small flyer advertising, "Are you interested in Peruvian culture, music, dance?" Given my background, I was really just interested in the dance part, but thought I'd give the person on the flyer a call. The contact was Maureen Porter, an assistant professor in the Department of Administrative and Policy Studies. Though I had not yet met my Posvar Hall colleague, I was pleased when she mentioned that she was interested in cultural survival through dance, and was putting together the third cohort of a service learning course (a.k.a. LINCS) that would take Pitt students, faculty, and staff to Peru. I didn't understand what service learning was or for what the acronym—LINCS—stood. So began my education about service learning.

After several conversations with Maureen, my interest was piqued. The idea of combining a physical service and a learning experience all in one was not entirely new to me. Learning dance requires you to physically experience it as you learn, but the idea that you could do this in other areas of education was intriguing. I decided to audit Maureen's class in spring 2002. In this class, I met other students and faculty who were also interested in traveling to Peru. All were excited about learning



Laying, aligning, and building with rough flagstones required real teamwork.

about Peruvian culture through dance and language, reaching out to a community, helping children, and making the foray into a new environment. Throughout the semester, we focused on understanding the service learning experience, how we would integrate ourselves into the local community, and how we would raise funds to help build the elementary school there.

By the end of the semester, I had learned about Peruvian and Andean culture. My Spanish-speaking classmates had mastered much more. The inclusion of other friends, faculty, and family in our Peruvian adventure added a wonderful dimension to our group, and, through informal gatherings before the trip, we met the additional group members and participated in small team projects centered on Peruvian/Andean culture.





When the day of departure arrived, we were on our way to Peru, loaded with baggage, cameras, tools, and educational supplies to leave behind. The flight to Cuzco was amazing. For many of us, it was the first time we had seen the Andes. The pilot maneuvered the plane through a narrow gap in the surrounding peaks with what appeared to be little room for error.

On the ground, we were greeted by a Peruvian band and exotic vendors. Richard Webb and the folks from ProPeru, our nongovernmental organization partner, who made all our logistical arrangements, met us at the airport. They provided us with useful information on how to avoid altitude sickness and had gallons of coca tea to help us over the initial acclimatization to the 9,000–12,000-foot setting. During our two-hour bus ride to our final destination, the village of Urubamba, we learned how to change money, chew coca leaves, and bargain with vendors at the bus stops. Our education in Peruvian culture was just beginning!

Urubamba itself is a wonderful town with friendly and helpful people. Lucy's *bodega* on the corner, Café Abuela—where we ate our meals, the post office, the money changing store, and the small *mercados* soon became familiar landmarks.

On our first night in Urubamba, we went to Cchotohuincho to visit our work site where we were greeted by a blazing bonfire. The community had gathered to welcome us with music and dancing, and the resident shaman inaugurated the work site with a smoky ritual *pago de la tierra*. Thus we concluded our first day in the Andes with the Southern Cross and the Milky Way shining above us in the Andean sky.

Each day had roughly the same schedule. We would eat breakfast at the hostel, then it was off to the work site in Cchotohuincho. After some communal stretches, we would variously pick, shovel, and haul rocks. Special details included plastering, pounding bamboo, or laying flagstones.

Becoming part of an international “family” made the difference in our experience. We worked with local laborers and got to know them as we built the community's first fourth-through sixth-grade classrooms. The local children visited the work site at recess and after school. Singing and dancing was the universal language with the children, and they were very curious about their new friends, the “*gringos*.”

We worked in the existing school (grades one through three) while sharing photos and books about American children. With help from our group, the Peruvian children also made their own books with digital photos and pictures. We shared these books with American students on our return.



Dancing the night away at the fiesta to celebrate our communal work and the opening of the neighborhood's first fourth- through sixth-grade classrooms.





Professors Jere Gallagher, Susan Gillis-Kruman, and Maureen Porter enjoy the view from the altiplano above Urubamba in the Sacred Valley.

Work would end around 1 or 2 p.m., and we would head toward Café Abuela for lunch. The food was wonderful and filling, just what we needed after hard labor. After lunch we participated in “internships,” which were visits to local shops to learn about the various trades. We visited the bread maker, the bee keeper, the jeweler, the sandal maker, and a holistic health specialist. At each location, we made something to proudly show our friends and family at home.

On days that we didn’t have internships, we had cultural excursions. We visited Incan sites in the Sacred Valley, such as Ollantaytambo, Pisaq, Cuzco, and Machu Picchu. The trip to Machu Picchu—the train ride was magnificent by itself—included an overnight hike along the Inca Trail and a spectacular sunrise over the Sun Gate. There was a special trip to a local festival to see and record indigenous dance, which included the opportunity to hike to the top of a 16,000-foot mountain to reach

the cloud-encircled reservoir and dancing place.

It was great to attend the local festivals and have the community people come up to you and say, “Hola, amiga!,” to offer you *chicha* (fermented corn beer), potatoes, roasted guinea pig, or to ask you to dance. We were invited to locals’ homes and offered food and drink. Their hospitality was gracious and abundant. I didn’t feel so “foreign” in this other culture.

Overall, it was an amazing and interesting group of people, and we all enjoyed getting to know one another. We learned much about Peruvian history and culture, spoke better Spanish or Quechua after our trip, and served a community in a special way. I served, and I learned—what a great concept!

**Learning Integrated with Needed Construction and Service (LINCS)** is a unique program of international service learning. Sponsored by the School of Education and the Social and Comparative Analysis in Education program in the APS department, it provides a nationally recognized forum for engaging with the topic of leadership in the field of service learning. Graduate and undergraduate students interested in education in a global context come together for a two semester course sequence on theories and ethics of leadership in service learning. By completing a demanding and authentically needed project chosen by the host community, they grapple with the challenges of education in a new context. LINCS is also distinctive in that it brings together educators from many life stages, from different walks of life, from all departments of the School of Education, and from various departments across the University. Everyone contributes to multimedia documentation, critical reflections, and ways of extending our sense of community beyond the original LINCS cohorts.

To view photos from past projects, to order a copy of the documentary video *Forging LINCS through Service-Learning in the Sacred Valley of Peru*, or to request copies of articles or publications, please visit the Web site [www.pitt.edu/~lincs](http://www.pitt.edu/~lincs) or contact Maureen Porter directly at 412-648-7041 or [mporter@pitt.edu](mailto:mporter@pitt.edu).



# SUPERINTENDENTS STUDY Leadership in Gettysburg

Thirty-five superintendents and School Leadership Development faculty visited the Gettysburg battlefield May 5–7, 2002, to study the leadership behaviors of Civil War military leaders and strategists. On May 6, Colonel Len Fullenkamp of the Army War College led the group and spent all day with the superintendents lecturing and drawing parallels between leading complex military operations and leading today's schools. Superintendents walked the historic battlefields and relived the decision-making process used by military leaders as the battle progressed.

Following the battlefield visit, the superintendents discussed the skills and behaviors demonstrated by Civil War leaders. They were amazed at the effectiveness of the battlefield decisions, given the difficulties that existed with respect to communication and the scarcity of accurate information. They distinguished among strategic, operational, and tactical leadership behaviors both in the wartime environment and in their own public school situations.

The intensive two and a half day experience was designed to expand the superintendents' understanding of leadership in times of crisis and to identify varying conditions that influence outcomes and decisions.



In preparation for the visit, superintendents read Michael Shaara's historical novel *The Killer Angels*, which assisted them in situating the battle and its surrounding events. Sunday evening before the battlefield visit, Robert Millward of Indiana University of Pennsylvania made a presentation "Bringing History Alive in our Public Schools," using Civil War paintings as part of his discussion. Millward also distributed a video presentation that superintendents could use for professional development in their districts.

The trip was sponsored and coordinated by the Forum for Western Pennsylvania School Superintendents, which clinical professors Richard C. Wallace and Susan Goodwin (APS), codirect.

## WHAT FACULTY ARE SAYING ABOUT: Teaching Math

**Ansell, E. and Forman, E. A.**

"Engendering a Mathematical Identity in a Third Grade Classroom." Invited paper presented at a symposium at the meeting of the International Society for Cultural Research and Activity Theory, Amsterdam, Netherlands, June 2002.

**Forman, E. A. and Ansell, E.**

"The Voices of the Past, Present, and Future in One Reform Math-ematics Classroom."

Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La., April 2002.





## 2002 School of Education Graduation Ceremony

Poor weather did not discourage the 2002 School of Education graduates. On April 28, more than 1,200 people filled Soldiers and Sailors Memorial Hall to celebrate at the annual Graduation Acknowledgement Ceremony. This special event was sponsored by the School of Education in cooperation with the Education Alumni Association.

Dean Alan Lesgold welcomed the crowd and introduced William Pope, who delivered the ceremony address. Pope, superintendent of the Upper St. Clair School District, received both a master's degree and a doctorate from the University of Pittsburgh.



During the ceremony, Pope was honored with the 2002 Excellence in Educational Leadership Award, a national award presented by the University Council for Educational Administration.

Associate Dean Jere Gallagher introduced students as they came

forward to receive their degrees distributed by Tom Meisner, president of the Executive Alumni Committee. After receiving their diplomas, and with big smiles on their faces, students proceeded to shake hands and have their photos taken with the dean.

Congratulations to the graduates.

### WHAT FACULTY ARE SAYING ABOUT:

#### Reading

**Hartman, D. K. and Hefflin, B. R.**

"Using Writing to Improve Comprehension: A Review of the Writing-to-Reading Research." Paper presented at the Institute on Research-Based Comprehension Practices, 47th annual meeting of the International Reading Association, San Francisco, Calif., April 2002.

**Travato, C.** "Are Children Coming to School Ready to Learn to Read?" Presented at the American Educational Research Association Conference, New Orleans, La., April 2002.

**Vollmer, M.** "Synchronized Instruction in Reading Remediation." Paper presented at the National Association for Legal Professional (NALS) National Conference, University of Puerto Rico, 2002.

### FELLOWSHIPS/AWARDS FOR 2002-03

#### Alumni Doctoral

Kathleen C. Anderson  
Rebecca Clothey  
Jodi Galco  
Simona Popa  
Jorge Gorostiaga  
Monica Jacobs  
Gabriela Silvestre  
Osamha Obeidat

#### Jean M. Slack Doctoral

Jennifer Post

#### Radvansky Doctoral

Melanie Jacobs

#### Masoner

Yuriko Kameyama  
Makiko Mashama

#### Weinberger

Linda Messineo  
Joseph Andreacci





## HOODING CEREMONY in Thailand

School of Education graduation ceremonies stretched halfway around the world this year as Dean Alan Lesgold and John Yeager traveled to Thailand to hood Thai doctoral graduates of the Higher Education Administration program in the Department of Administrative and Policy Studies (APS). Faculty and students in regalia mingled with proud parents, relatives, and friends as nine of 11 graduates and more than 100 guests attended the ceremony and the celebratory dinner at the Miracle Grand Convention Hotel in Bangkok. The graduates were the focal point of a program that spanned two continents.

Manit Boonprasert, School of Education alumnus and the vice president for special affairs at Rangsit University, initially contacted Seth Spaulding concerning the possible development of a proposal to help train a select number of Rangsit administrative staff. Yeager subsequently worked with Boonprasert to design and develop a program that attracted students from Rangsit and Sripatum universities. Beginning in 1997, the students spent one year at the University of Pittsburgh immersed in American culture and completing course work. Afterwards, students returned to Thailand to work at their respective universities. Two APS faculty, Yeager and Glenn Nelson traveled to Bangkok to teach during



Rutchaneeporn P. Phukkarn, President of Sripatum University (fourth from the right, first row seated to Dean Alan Lesgold's right) and Manit Boonprasert (third from left, front row, seated to Dr. John Yeager's left) joined with faculty and other dignitaries to honor Thai doctoral graduates.

the following summers. A major part of the program was for the students to apply their knowledge to their current positions. After the summer classes, the students returned to Pittsburgh once more to complete their course work, comprehensives, and overviews. The first student of the program graduated in 2000, and the final student will defend his dissertation this year.

Many of the graduates are part of the higher administration at the two participating universities. Recently, several students have been appointed to new positions at their institutions. Some of these changes are: Malivan Praditteera, director of libraries, and Peangchan Chringchit, assistant vice president for marketing,

at Rangsit University; and Waraporn Thaima, director of the Educational Standards Center at Sripatum University.

### Congratulations to the Graduates from Thailand

Phongphat Anumatratchakit  
Peangchan Chringchit  
Chatchapas Fuinlong  
Wipada Kuptarnond  
Kunlayarat Lormanenoprat  
Kanchana Meesilapavikkai  
Malivan Praditteera  
Warawan Suwannaphati  
Waraporn Thaima  
Wanwipa Titthasiri  
Keerati Tansatien

### ATTENTION EDUCATORS: ACT 48

If you have taken college courses for credit at the University of Pittsburgh campus in Oakland since January 2000, you can submit these credits for Act 48 credit by visiting our Web site at [www.education.pitt.edu/act48](http://www.education.pitt.edu/act48). You may also contact us at 412-648-2283.



## FACULTY/STUDENT Research Awards

The School of Education, with alumni funding, has established the Faculty/Student Research Awards Program to provide a joint mechanism that supports and encourages both faculty and students to gain competence in developing grant proposals and conducting funded research. For students in particular, the first attempt at writing a proposal and securing research funds can be daunting. Through the Research Awards Program, students undertake this challenge with guidance from a faculty advisor, receive feedback about the strengths and weaknesses of their proposal, and gain experience carrying out funded research before they ever leave graduate school. This provides our students with an edge not only in the competitive job market, but also in the equally competitive grant-funding arena. Thanks to this alumni-sponsored program, our students are better prepared to engage in the grant-writing and funding enterprise that, today, is so fundamental to program development and improvement. The school's Faculty/Student Research Awards Program has a power and a vision that is unique even among top-notch research universities.

The following faculty and students were recipients of these awards in the 2001–02 academic year:

**Valerie Talsma (DIL) and Linda Messineo (PIE)**

Case Stories from a Community of Learners: Preparing Teachers to Use Technology

**Carol DeArment (DIL)**

Instructional Uses of Computer-Mediated Text-Messaging Tools: A Case Study of Faculty and Student Perceptions

**Rebecca Knaub (DIL)**

The Nature and Impact of Teacher Interaction between Reading Specialists and Classroom Teachers for Pullout and In-Class Reading Programs

**Megahed Nagwa (APS)**

Voices of Teachers in Academic and Vocational Secondary Schools: Perceived Consequences of Educational Reform for Equity/Quality for Students and Status/Income for Teachers in Egypt

**Osamha Obeidat (APS)**

University Missions/Goals in the Context of Globalization: Universities of the Middle East

**Jason Rutkowski (HPRED)**

Effects of a Single Isotonic Resistance Exercise Bout on a Subsequent Plyometric Action and Associated EMG Response

**Khalid Al-Seghayer (DIL)**

The Impact of the Presence of Some Organization Devices on the Construction of a Coherent Mental Representation of Hypertext Content

**Sheri Goldstrohm (PIE)**

Mild to Moderate Head Injuries in Preschool Aged Children: An Exploration of Immediate and Post-Acute Morbidity

**Deborah Aaron and Betsy Nagle (HPRED)**

Factors Contributing to the Change in Physical Activity from Adolescence to Young Adulthood and the Impact on Health

**Bob Robertson (HPRED)**

Validation of a Weight Lifting Pictorial Format for the Children's OMNI Scale of Perceived Exertion Using a Concurrent Paradigm

**Maureen Porter and Victoria Abel (APS)**

In the Steps of the Ancestors: Indigenous Dance as Education

**Meredith Cohen, Deena Palenchar, and Josephine Wilson (PIE)**

Forging Relationships Between Home and School: Nurturing Successful Students

**Bret Goodpaster and Sara Fleet (HPRED)**

Effects of Resistance and Aerobic Training on Fat Metabolism in Obese Women

**Fabio Fontana (HPRED)**

The Effects of Physiological Stress on Decision-Making of Experienced and Inexperienced Soccer Players

**Sitha Phongphibool (HPRED)**

Comparison of Maximal Oxygen Consumption and Ventilatory Breakpoint in a Sample of Caucasian American and Native Thai (Asian) Men and Women

**Seth Paradis (HPRED)**

A Musculoskeletal, Fitness, and Psychological Evaluation of a National Hockey League (NHL) Entry Draft Training Program

**Carol Brennan (HPRED)**

The Effect of Resistance Exercise Training Intensity on Bone Density in Young Women

**Vanessa Pitts (DIL)**

Representations of Functions: An Examination of Pre-Service Mathematics Teachers' Knowledge

**Christophas Walker (APS)**

University of the North in Transition: Is Equity in South African Higher Education the Victim?



## A CELEBRATION OF TEACHING

On June 6, 2002, the current members of the University of Pittsburgh Literacy Educators Assessing and Developing Early Reading Success (LEADERS) project presented A Celebration of Teaching. Twenty-two elementary school teachers from the Pittsburgh Public School District (Burgwin, Beltzhoover, Horace Mann, Knoxville, and Regent Square schools), the Steel Valley School District (Barrett and Park schools), and the Urban League Charter School discussed their action research projects, which were highlighted in interactive poster sessions. In addition, year one and year two LEADERS participants from Horace Mann Elementary School presented their minigrant projects, the Literature Study Group and the Home/School Connection, which have been successfully funded and implemented.



Kristy Fisher, Urban League Charter School

The LEADERS project is a professional development program for K-3 teachers. The project, supported by funds from the Heinz Foundation and Eisenhower funds from the state, is a three-year collaborative effort that involves three institutions of higher learning (University of Pittsburgh, Clarion University, and Muhlenberg College), eight school districts, one charter school, and one diocese. Primary grade teachers agree to participate for one year

in various activities that include a week-long summer workshop, year-long Saturday workshops, individual action research projects, and ongoing work carried out at the school sites with a project staff member.

The program is designed to provide teachers with improved content knowledge in reading; the ability to design and implement lessons that reflect best practices; the ability to administer, interpret, and use authentic assessment results for identification of difficulties and measurement of progress; and the ability to organize classrooms in ways that facilitate literacy growth for all students. The LEADERS project is housed at the University of Pittsburgh School of Education under the direction of Rita Bean, professor, and Gregory Morris, clinical associate professor, both of whom are members of the reading faculty in the Department of Instruction and Learning.



Lorraine Homer, Burgwin Elementary School





# African American Teacher Fellows Honored

On May 3, 2002, Alice M. Scales, professor and chair of the African American Teacher Fellowship committee, presided over a reception in the School of Education to honor the 2001–02 African American fellows. Alan Lesgold, professor and dean of the School of Education, extended a warm welcome to the fellows, their mentor teachers, and other guests. Thelma Morris, assistant director of human resources for the Pittsburgh Public Schools, expressed appreciation for the work and dedication of the fellows and their mentor teachers. Committee members Sandra Mitchell, Pittsburgh Public Schools, and Phyllis Sheehy (DIL) presented the fellows for

recognition, and William McDonald, director of Falk School, closed the program.

Among the five graduating fellows who were recognized, three are elementary education majors, one is a science major, and one is a social studies major. The fellows, their schools, and their clinical instructors are:

## **Natasha Eckart**

Miller Elementary School  
*Jacqueline Foster*

## **Russell Patterson**

Lincoln Elementary School  
*Paula Berrillo*

## **Therese Sabree**

Weil Technology Institute  
*Una Davoren*

## **Nicole Taylor**

Oliver High School  
*Virginia Hill*

## **Raahna Thompson**

Schenley High School  
*Michele Holly*

The African American Teacher Fellowship Program (AATFP) is a joint venture between the University of Pittsburgh's School of Education and the Pittsburgh Public Schools. It is designed to support motivated and qualified African Americans who wish to enter the teaching profession. AATFP stresses the development of sensitivity to the special nature of teaching in a multicultural urban



Left to right: Dean Alan Lesgold, Russell Patterson, Annette Williams, Therese Sabree, Nicole Taylor, Alice Scales, and Howard Bullard

setting and emphasizes the building of interaction skills and perspectives necessary for teachers to function effectively with parents and students. Fifty students have matriculated as African American teacher fellows since the program's inception in the 1990–91 academic year.

All African Americans accepted into the School of Education's Master of Arts in Teaching (MAT) program are considered for this fellowship. The fellowship is for one academic year and a summer. Successful African American fellows earn their MAT degree and a teaching certificate. In addition, they are considered for teaching positions in the Pittsburgh Public Schools.

For more information regarding the program, please contact: University of Pittsburgh, Department of Instruction and Learning, Alice Scales, 4K30 Posvar Hall, 412-648-7320.

WHAT FACULTY ARE SAYING ABOUT:

## **Learning**

**Campbell, S.** "Here, I'm Not Afraid to Admit What I Don't Know: Case Stories from a Collaborative Community of Learners Preparing Teachers to Use Technology." Presented to the American Educational Research Association, New Orleans, La., April 2002.

**Dewey, D. P.** "Study Abroad vs. Intensive Domestic Immersion: Possible Explanations for Variability in Reading Acquisition Between Two Contexts." Presentation given at the conference of the American Association for Applied Linguistics, Salt Lake City, Utah, April 2002.





# Council of Graduate Students in Education News



Left to right: Associate Dean Jere Gallagher, Dean Alan Lesgold, Clementina Acedo (APS), and Cynthia Tananis (APS)

## 2002 Extra Mile Award

For the year 2002, the Council of Graduate Students in Education (CGSE) presented two Extra Mile Awards. There was an overwhelming number of letters submitted for both of the award winners. Award recipients Jere Gallagher, associate dean and associate professor (HPRED), and Clementina Acedo, assistant professor (APS), were presented their awards at the Spring Assembly. The Extra Mile Award recognizes outstanding support of graduate students that embodies the CGSE mission by mentoring students, supporting their academic growth and success, and facilitating opportunities for social interaction among diverse groups. Cynthia Tananis, clinical assistant professor (APS), was also recognized for her work with graduate students.

## 2002 CGSE Research Conference

CGSE held its eighth annual Student Research Conference, Education in a Changing Local/Global Perspective, March 19–20, 2002. The conference showcased more than 30 student presentations in a variety of formats, including poster sessions, roundtable discussions, PowerPoint presentations, and individual and group paper sessions. The conference highlighted such issues as technology and education; education and the African region; and educational reform, transition, and globalization across cultures.



Alex Weisman explains his project to a conference attendant.

In addition to student research projects, the two-day conference featured several invited panels. The keynote panel consisted of Mary Duquin, associate professor (HPRED), Trenia Walker, assistant professor (DIL), and Mark Ginsburg, professor and codirector of the Institute for International Studies in Education (APS). They led the discussion on Education in a Changing Local/Global Perspective: Education Post-September 11.

On the final day of the conference, William Thomas, professor (APS) presented, "A Conversation on Publishing." Sean Hughes, associate professor (APS); Michael Shriane, grants coordinator; Terry Maloney, Internal Review Board coordinator; and Joanne Ubinger, education and compliance coordinator, discussed "The Internal Review Board Process and RPF Certification."

## 2002–03 CGSE OFFICERS

CGSE announces its new officers for the 2002–03 school year:

### President

Simona Popa

### Vice President

Gabriela Silvestre

### Secretary

Mika Yamashita

### Business Manager

Brian Yoder



## IN MEMORIAM...

Malcolm S. Alexander, '66  
Alfred M. Aman, '41  
Vincent Anitonelli, '43  
John P. Barrett, '67  
Wendell B. Bossart, '55  
Eileen Brucker, '27  
Mary E. Calhoun, '47  
George S. Caplan, '72  
Anthony Casciotti, '54  
Byron L. Chaplin, '40  
Ridgway J. Clark II, '67  
Harold L. Cushenberry, '54  
Virginia Jane Custer, '45  
Agnes R. Danko, '41  
Benjamin J. Davies Jr., '53  
John H. Dawson, '54  
Jane Helen Derocher, '41  
Jean Dittmer, '63  
Elmer E. Duerr, '50  
Frederick S. Ewing, '40  
Marthann Ference, '76  
Vincent C. Fitzmaurice, '53  
Charles J. Gallagher, '70  
Hazel E. Galloway, '37  
Gerald R. Guine, '82  
Paul R. Gundlach, '38  
Naomi G. Hand, '49  
William I. Harrison, '79  
Wayne W. Hill, '46  
Thomas W. Holtzman Jr., '81  
Elizabeth B. Horner, '29  
Stephanie M. Hughes, '77  
Berthold Jacksteit, '40  
Margaret Jeffcoat, '72  
Karen D. Johnson, '66  
Judith R. Kaufman, '71  
James J. Klein, '49  
Mildred D. Kopinski, '41

Clara J. Kracsun, '42  
Anne R. Letchworth, '68  
Elfrieda G. Lund, '44  
Janet Mathison, '37  
Eileen C. McMahon, '34  
Donald M. McCann, '47  
Irene E. McDermott, '31  
Georgann M. McGaw, '79  
Julie Melman, '59  
George D. Miller, '79  
Virginia M. Morrison, '50  
Hugh McDonald Muir, '62  
Elleene Ortiz, '46  
Scott C. Palmer, '42  
Edward J. Patterson, '66  
Joan L. Pendleton, '53  
Elizabeth A. Petrie, '67  
Charles R. Pillet, '64  
Janet M. Potosky, '88  
Virginia D. Purrier, '30  
Millicent M. Quinlan, '47  
Betty A. Reed, '58  
Anna S. Robb, '25  
Bernice G. Roehner, '54  
Ramona Ross, '57  
Marjorie B. Scott, '49  
Carl P. Saalbach, '50  
Mildred L. Sheer, '33  
Joseph L. Simale, '56  
Mary H. Snyder, '49  
Herbert S. Spigeimyer, '50  
Mathwe B. Stephens Sr., '40  
Gladys L. Stribling, '74  
Lyman W. Stough, '58  
Harry R. Sutherland, '44  
Bernard A. Sykes Jr., '49  
Sara G. Sykes, '59  
Edward A. Taylor, '34

Mary K. Thomas, '51  
Robert H. Waldfogle, '58  
Jean E. Winsand, '71  
Lavera W. Yeager, '37  
Janet Yokopenic, '72  
Eileen Young, '71

## Education Alumna and Sister of Gene Kelly

Harriet Joan Kelly Radvansky died this year at the age of 92. She was the oldest of a group of five dancing siblings (and natives of Pittsburgh) that included movie star Gene Kelly. She and her other Kelly siblings learned to dance at a young age, and, as a teenager, she toured professionally with the Earl Lindsey Revue. The dancing Kellys occasionally replaced the seven Foys, a popular variety show act, when they couldn't make it into town.

Radvansky's career, however, was in education. She attended Lock Haven State Teachers College and graduated from the University of Pittsburgh with a bachelor's of science degree in 1932. She taught for much of her life, primarily in the West Mifflin School District. Following her husband's death in 1994, Radvansky moved to Fort Lauderdale, Florida, but had recently returned to Pittsburgh.



# PROFESSIONAL YEAR TEACHER EDUCATION PROGRAM STUDENT ACKNOWLEDGEMENT CEREMONY

The School of Education held its Student Acknowledgement Ceremony for the Professional Year Teacher Education Program in Alumni Hall on Saturday, May 4, 2002. Phyllis Sheehy, field placement coordinator in the Department of Instruction and Learning, opened the ceremony by welcoming the students and their guests. Alan Lesgold, professor and dean of the School of Education, provided the ceremonial address.

As friends and family looked on, George Zimmerman, associate professor and chair of the Department of Instruction and Learning,



presented the students for recognition. Thomas Meisner, president of the Executive Alumni Committee, offered closing remarks and invited everyone to the reception immediately following the ceremony.

# First Annual Emeritus Faculty Dinner

The first annual emeritus faculty recognition event was held on Sunday, April 28, 2002, as part of the School of Education's graduation activities. Emeritus faculty were joined by current faculty, alumni, and their invited guests at a dinner in their honor at the University Club.

WHAT FACULTY ARE  
SAYING ABOUT:

## Science

**Cheyne, M. and Forman, E.**  
"Theory Articulation in an Evolutionary Biology Classroom: A Case Study Analysis." Paper presented at the annual meeting of the American Educational Research Association, New Orleans, La., April 2002.

# WHAT'S HAPPENING WITH YOU?

Here's something about me (position held, graduate work, volunteer work, continuing education, publication, memberships, etc.) for the newsletter.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Name	
Address	
E-mail address	
Position(s)	
Degree	Year graduated
Phone (Home)	Phone (Work)

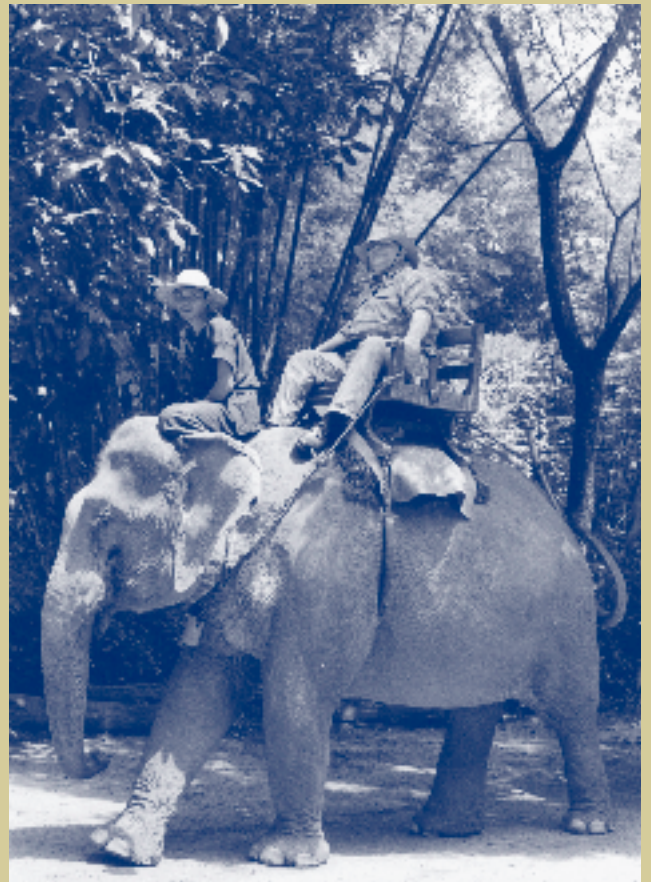
Please complete and return to:  
University of Pittsburgh, School of Education, 5N27 Wesley W. Posvar Hall, Pittsburgh, PA 15260  
Phone: 412-648-2283 Fax: 412-648-1825 E-mail: judyd@pitt.edu



Are you tired of the  
**hassle of the parkways**  
or frustrated  
**waiting for the bus?**

If so, try a new mode of transportation.  
While in Thailand, Alan (the rider with  
the floppier hat) found an alternative means  
of transportation, which he is considering  
importing to the United States.

Watch for the school's new venture,  
**Elephants to Go.**



**University of Pittsburgh**

*School of Education*

*5N27 Wesley W. Posvar Hall*

*Pittsburgh, PA 15260*

[www.education.pitt.edu](http://www.education.pitt.edu)

NONPROFIT ORG.  
U.S. POSTAGE  
**PAID**  
PITTSBURGH, PA  
PERMIT NO. 511