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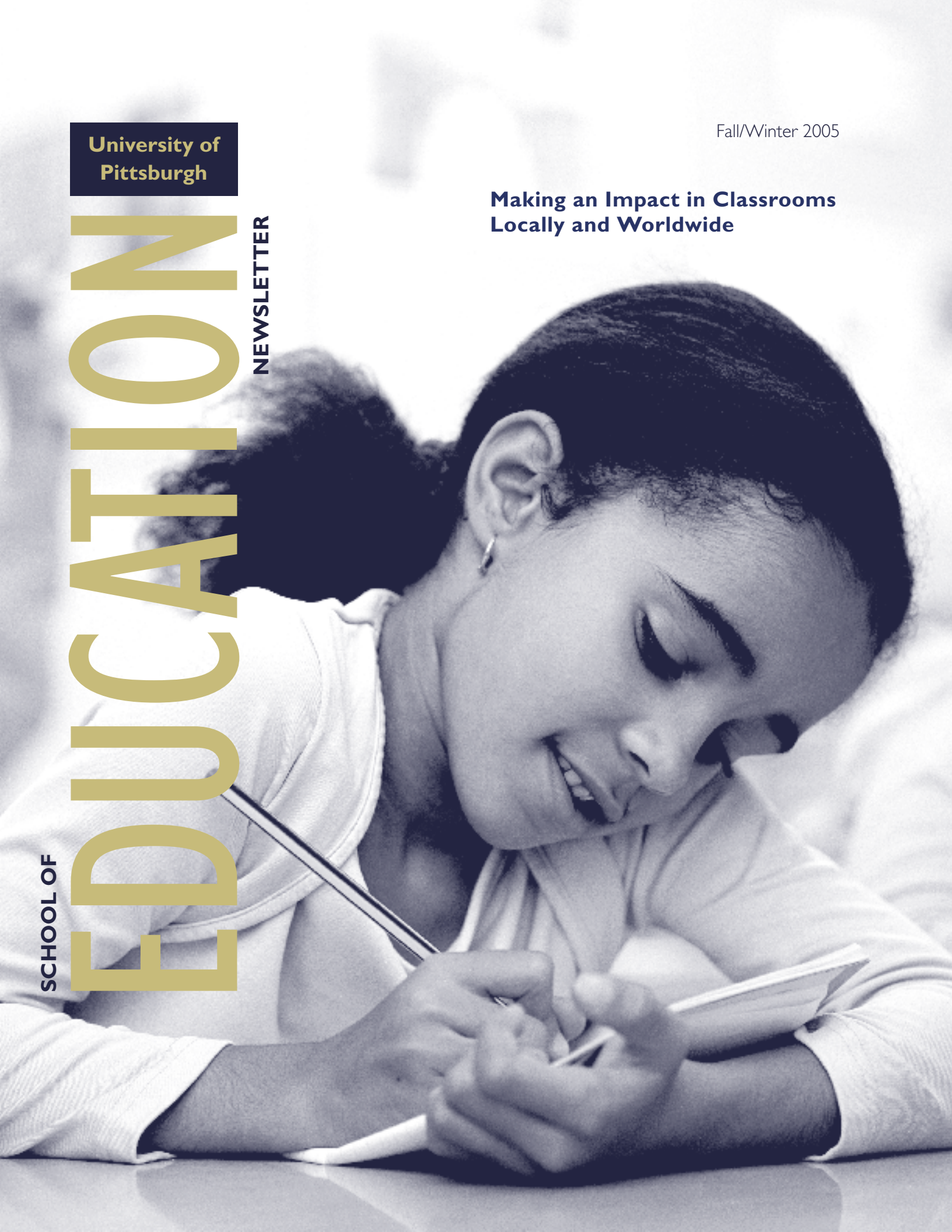
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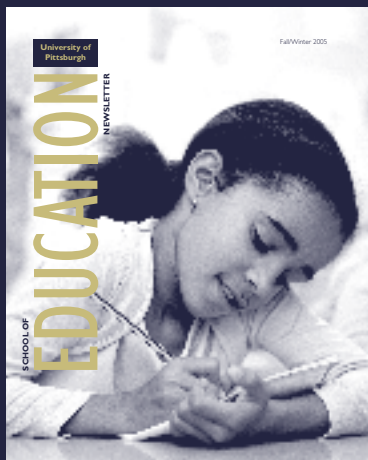
**Making an Impact in Classrooms
Locally and Worldwide**

SCHOOL OF

EDUCATION

NEWSLETTER





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Newsletter

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FROM THE DEAN...

No Country Left Behind

A recent book by Thomas Friedman, titled *The World Is Flat*, is being discussed quite a bit in universities. Although the book makes a number of arguments, with varying levels of support and clarity, one important point it makes is that we have moved from the age of globalization as a force that acts upon us to the age in which individuals themselves can be global forces.

A few centuries ago, it became possible for countries to act globally, but only at a very slow pace. Eventually, some businesses began to operate globally as well, including the Dutch East India Co., which began operations four centuries ago. Then, as multinational companies with satellite communication systems arose, people could gain certain opportunities by working for these companies. Now, individuals can meet on the Internet and form new ventures even if they live thousands of miles apart and have limited capital.

The ability to create new ventures is the ability to be of influence in the world economy rather than merely to be influenced by it. Thus, readiness for the era of individual globalization is part of readiness for agency in our modern world. Those who can find and solve problems with agility, who can build teams to address these problems and convince others of the

value of their work are the true freemen of our times. Those who cannot understand what is happening and lack the skills to participate are doomed to be colonized by others and to feel insecure and at the mercy of forces they do not understand and cannot control. Perhaps some of our current national political life is driven by the feelings of insecurity this lack of preparation generates.

Here in the School of Education, we are starting to rethink what a good basic education might be in these new times. Surely it will include basic reading and math skills, but that is nowhere near enough. Regardless of what government holds schools accountable for, we can be quite sure that our children and grandchildren hold us accountable for preparing them for life. That preparation will be insufficient if it does not include both stronger problem-solving skills and the ability to think hard and grasp complex situations. It will be insufficient if it doesn't include the ability to use the tools that allow people to manage and understand complexity. And it will be insufficient if it doesn't prepare our children to extend their moral and ethical standards to deal with the new global information age.



All of this will require hard work—by education scholars, by governments, by school and school-system leaders, and by teachers. It is, in many ways, an unprecedented challenge. Like healthcare improvement, it will require both changes in what we do and changes in how we are organized. Because the economy has been strained by the costs of health care and defense, the necessary changes in education cannot be handled simply by adding money and process. We'll need to find ways to do more without spending too much more. Whichever countries succeed in this will be the leaders of coming decades.

In the coming months, the University of Pittsburgh—and especially the School of Education—will be announcing new ways in which we will continue to respond to these challenges. We welcome your thoughts as well, as the task requires all the good thinking and support we can engage as we work to ensure that our schools prepare all children for full membership in a world of shrinking distances but expanding challenges and opportunities.

Best wishes,


Alan Lesgold

Professor and Dean

HIGHER EDUCATION ALUMNI CONTACT US

This academic year marks the 50th anniversary of the higher education program at the University. During the year, we will sponsor a number of events celebrating the founding of the program. Unfortunately, our records are not as accurate as we would like. To make certain you receive announcements of all planned events, please send an e-mail to Glenn M. Nelson (gmnelson@pitt.edu). Include your e-mail and postal addresses for our upcoming alumni directory. Once we receive your e-mail we will send you a form requesting your current information. We look forward to hearing from you and seeing you this year.

School of
Education
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MAKING AN IMPACT IN CLASSROOMS

Effects of Accountability on Instruction

In her presidential address to the National Council on Measurement in Education, School of Education Professor Suzanne Lane described the changes that have been occurring in assessing students' knowledge and learning. She noted that advances in the study of cognition and measurement during the 1980s and 1990s helped researchers learn how measurement instruments and processes could be developed to ensure that meaningful aspects of students' thinking and learning are evaluated. With the passage of the No Child Left Behind Act (NCLB) in 2001, "the focus has changed from ensuring assessments are measuring meaningful aspects of student thinking to ensuring that accountability programs are in place," said Lane. This change has resulted in the decline of performance-based assessments because of the amount of testing required in a short time and with limited resources.

One of the main goals of most state accountability systems is to improve both instruction and student achievement. In the past eight years, Lane and her colleagues have been studying the effects of accountability systems on classroom instruction in Maryland and Pennsylvania. In this work, she evaluated whether state standards and assessment systems had an impact on instruction and student learning.

"Accountability systems require the evaluation of whether instruction and student learning are improving in meaningful ways, and that increases in student performance over the years reflect meaningful changes in instruction and student learning," said Lane. Her presidential address and related studies on this issue are available on the School of Education Web site, www.education.pitt.edu.

In her address, Lane raised the following questions about present accountability systems and their effects on instruction—issues that are in the news on a daily basis:

- Academic assessments: Are we moving backward?
- Curriculum alignment: How cognitively complex are content standards and assessments?
- Achievement proficiency: How many ways can it be defined?
- Impact: What is the relationship between large-scale assessments and instruction?

Lane noted that some states are moving away from performance-based tests that require students to produce responses to cognitively challenging tasks to an assessment system that depends less on tasks that require students to write or show what they know. Such tests are less likely to have positive effects on instructional practice. Research by others has shown that most math and science tests

studied did not test student knowledge and thinking at the level of complexity indicated in state content standards.

One of the unique aspects of NCLB is that each school is to reach 100 percent proficiency in reading and math by the 2013–14 school year. But each state can specify what level of knowledge is identified as proficient. The results of student achievement on large-scale tests today are reported only in four levels, rather than specific raw or percentile scores. For example, the categories below basic, basic, proficient, and advanced are used by a number of states and reflect the National Assessment of Educational Progress levels. Many states decided to identify only those students achieving at the proficient or advanced levels as proficient, but some states determined that their students were proficient if they scored at the basic, proficient, or advanced levels. Thus, it is more likely that the latter states will have a larger percent of students considered to be proficient. Lane discussed many associated problems in her address.

Given that the major goals of NCLB are that all students will learn challenging content, leading to increased levels of achievement through improved instruction, Lane studied the law's impact on instruction in Maryland and Pennsylvania with University of Pittsburgh Associate Professor Clement Stone and

Carol Parke, an assistant professor in Duquesne University's School of Education. She also worked with Pitt Professor Mary Kay Stein on the QUASAR Project. On the QUASAR project, Stein and Lane found that "the greatest student gains at the classroom level on the mathematics performance assessment were related to the use of classroom instructional tasks that engaged students in high levels of cognitive processing, especially those that encouraged nonalgorithmic forms of thinking. On the other hand, class-level performance gains on the assessment were relatively small when classroom instruction tasks were procedurally based and able to be solved with a single, easily accessible strategy, single representations, and little or no mathematical communication."

With regard to the Maryland state performance assessment,

Lane, Parke, and Stone found that "teacher-reported changes in instruction were not superficial changes to increase performance on [the Maryland School Performance Assessment Program] but were more substantive changes that enhanced students' understanding in the content areas." These findings were only for performance-based assessments. Lane concluded that much work still needs to be done for NCLB and associated accountability systems to have the desired effects of improved educational processes and increased student achievement in schools. She and her colleagues are continuing their work on this in the Commonwealth of Pennsylvania.

Lane is on the technical advisory committees of five states—Kentucky, Maryland, New York, New Jersey, and Pennsylvania. These committees

give advice to each state about assessment instruments and accountability systems. She continues to coordinate the Research Methodology Program in the school's Department of Psychology in Education.

Throughout this newsletter, we present examples of the many ways the faculty in the School of Education are engaged in the community for the purpose of improving education for all children. Rita Bean continues to expand the America Reads program, now in its ninth year. Jennifer Iriti and Bill Bickel developed a document titled "Strengthening School-Based Leadership" that serves as a guide for many schools. Tri-State, under the direction of Charles Gorman, worked with five of the recently named outperforming school districts. The Math-Science Partnership is continually evaluated by Cindy Tananis, and the Western Pennsylvania Principals Academy works in urban schools both regionally and nationally. Finally, Jim Turner and Sue Goodwin have worked with the administration and faculty in the Wilkinsburg School District. The School of Education is proud of its involvement with schools and schooling.



Faculty Working in Schools

FACULTY PREPARE DOCUMENT ON STRENGTHENING SCHOOL-BASED LEADERSHIP

What is the role of a good principal? How can schools attract good principals? What do universities need to do to prepare good principals, and what support do principals need? These and other questions were answered by Jennifer Iriti and Bill Bickel in a paper published in *A+ Schools* titled “Strengthening School-Based Leadership: Issues

and Prospects in National Relief.” Developed as a review for the Heinz Endowments and the Grable Foundation, Iriti and Bickel’s article provides a useful resource for schools, districts, and education professionals to develop strategies for school leadership collaboration.

Iriti and Bickel identified two types of innovative programs—system-change programs and individual knowledge/skill-change programs. System-change programs deal with an entire school district or a district in partnership with an outside organization, while individual knowledge/skill-change programs involve an external

organization that provides training and professional development. Iriti and Bickel summarized the key characteristics in the successful system-change programs and individual-change programs: Strategic implications might focus on the individual or the specific context. However, a systematic approach that recognizes individuals working within a “larger context that directly influences the efforts and effectiveness of the individual” (p. 21) is critical.

For a complete copy of the paper contact Carey Harris, *A+ Schools*, CHarris@aplusschools.org.

FIVE DISTRICTS WORKING WITH TRI-STATE NAMED OUTPERFORMING SCHOOL DISTRICTS

Tri-State Area School Study Council, housed in the School Leadership Program in the Administrative and Policy Studies Department, has formed a partnership for research and development projects with 43 school districts located west of Altoona. Started in 1984, Tri-State works with the districts to develop a strategic plan, then provides professional development for implementation. Charles Gorman, executive secretary, and Chet Kent, associate executive secretary of Tri-State, along with various members of the team, meet monthly with various administrators, teachers, school board members, and community leaders. They focus on putting the plan into place and assisting with staff

development, community involvement, and school board development. Five of the recently named Outperforming School Districts (2002–03)—Blacklick Valley, Conemaugh Valley, Ellwood City, New Brighton, and Purchase Line—have research and development projects with Tri-State. For a district to be named an outperforming school district, students must achieve higher levels of academic proficiency than their peers and perform at a level that significantly exceeds statistical expectations—consistently, for at least two consecutive years.

For more information on Tri-State Area School Study Council, call Charles Gorman at 412-648-7086.

TANANIS LEADS TEAM TO EVALUATE MATH-SCIENCE PARTNERSHIP

The Math-Science Partnership of Southwest Pennsylvania (MSP) is one of seven comprehensive partnership projects. Funded by the National Science Foundation (NSF) in 2003, it encompasses 48 K–12 school districts (40 as part of the NSF grant, as well as eight additional districts supported by a companion Math-Science Partnership grant from the Pennsylvania Department of Education), four Intermediate Units (IUs), four Institutions of Higher Education (IHEs), and other strategic partners in Southwest Pennsylvania. The goals are to increase student knowledge of mathematics and science, increase the quality of the K–16 educator work force, create a sustainable coordination of partnerships in the IUs, build intentional feedback loops between K–12 districts and IHEs, tap the discipline-based expertise of the IHEs, and improve the mathematics and science learning experiences for all undergraduates.

An evaluation of the partnership investigates the effectiveness of the program, its impact on institutional practices and policies at partner educational institutions, changes in math and science instruction, and changes in student course taking and outcomes. Data are collected from numerous sources to address these

points—including focus groups and interviews of key project personnel, surveys of principals and math and science teachers, case studies in partnership school districts, documentation of partnership meetings and activities, artifacts produced by the partnership, math and science achievement data for K–12 students, and course completion data for K–12 and IHE students.

The evaluation team recently released the Year Two Evaluator’s Report, available for review through Cindy Tananis, assistant professor in the Department of Administrative and Policy Studies (tananis@pitt.edu). The report summarizes a number of highly successful intervention strategies and documents some early outputs of the project, including the use of learning

communities and leadership action teams in K–12 schools—as well as specific use of the Lenses on Learning professional development training for school administrators, math coaches, student teacher supervisors, and other IHE faculty. The project is expected to run through 2008, with the evaluation continuing to track professional development, infrastructure reform, and student achievement.

The MSP is housed at the Allegheny Intermediate Unit (AIU) in Homestead. AIU subcontracted with Pitt’s School of Education and the RAND Corporation to serve as the project’s evaluation team. Tananis serves as the evaluation team leader and codirector of the project.



WESTERN PENNSYLVANIA PRINCIPALS ACADEMY WORKS IN URBAN SCHOOLS AROUND THE COUNTRY

The Western Pennsylvania Principals Academy has a primary focus of examining leadership behaviors linked to improving student learning and achievement and working with principals to demonstrate these behaviors. Joe Werlinich and Otto Graf, directors of the academy, provide a unique blend of large group meetings to review trends linked with practice, then apply those trends by practice, practice, and even more practice to assist school principals.

Although the name of the academy is regional, there is a local and national presence. In addition, the academy has expanded to include the Advanced Leadership Academy. The National Principals Initiative—a spin-off of the National Urban Superintendent's Forum—is an arm of the academy that provides ongoing professional development for elementary, middle, and high school principals. More than 100 urban school principals and central office administrators from around the country attend the national conference, which focuses on training to improve teaching and learning in their schools, enhances leadership skills of administrators to build organizational and team building skills, and designs and applies effective problem-solving

strategies. The 2005 conference, held in June, had participants from Newport News Public Schools (Va.), Cache County Schools (Utah), Washoe County Schools (Nev.), San Mateo Schools (Ca.), Clover Park Schools (Wash.), St. Joseph Schools (Mo.), Chaffe Schools (Mo.), Scotch Plains Schools (N.J.), Eugene Schools (Ore.), Portland Schools (Ore.), and Kansas City Schools (Mo.). The topics of the conference included dealing with diversity in schools, implementing successful leadership strategies, designing an intense focus for quality instruction, focusing on student work, and building a collaborative environment.

Regionally, the academy connects with Intermediate Units (IUs) in a six-county region that includes more than 200 principals. Its focus is to develop

a coaching network where the principals can brainstorm, problem solve, and share success stories. In a recent *U.S. News & World Report*, several of the schools whose principals are members of the academy were named in the top 1,000 best high schools.

Locally, the academy has developed a partnership with the Pittsburgh Public Schools to implement a leadership compact. The primary elements of the program include a leadership development component for all new school administrators; a mentoring component for principals with identified needs; and an assessment and preparation component to identify and develop a pool of aspiring administrators from which to draw future school leaders. All principals and assistant principals in the district have participated in some phase of the program.



The academy also provides a forum for school principals and assistant principals to engage in substantive discussions, practice problem solving, share best practices, and brainstorm creative ideas related to educational issues. There are also multiple opportunities for participants to explore current educational research and to hone skills necessary to successfully lead and manage the educational and operational aspects of a school.

For additional information on the Western Pennsylvania Principals Academy, contact Otto Graf at 412-648-7119 or ograf@pitt.edu.

PROFESSIONAL DEVELOPMENT SCHOOL MAKES A DIFFERENCE

The Phillips Elementary School Professional Development School Project strives to bring about alignment of curriculum and instruction, in both basic and higher education, with the Pennsylvania state learning standards in reading, mathematics, and technology and as a result produce more effective instruction, which translates into higher pupil achievement.

Project activities are focused on enhancing the preservice preparation of teachers through the development of a range of high-quality field experiences and on enhancing the effectiveness of reading and mathematics instruction and technology integration by designing and conducting a variety

of professional development activities. Special emphasis is given to an inquiry-based approach in which preservice preparation and in-service professional development are driven by pupil performances and informed by research-based practices. The goal is to develop a collaborative learning community in which individual professional development needs and preferences of all participants may be addressed.

The project is supported in part by a grant from the Pennsylvania Department of Education and by funds from the Pittsburgh Board of Education. The project is part of the ACTS in PA (Aligning Curriculum to Standards in Pennsylvania) Teacher Quality Enhancement Initiative, which is supported by a three-year grant from the U.S. Department of Education.

Project participants include all of the K-5 elementary and special education teachers and the building principal at Phillips Elementary School and 11 full- and part-time faculty representing six different program areas from the Department of Instruction and Learning, School of Education at the University of Pittsburgh. Steve Lyon coordinates the project for the School of Education.

SCHOOL OF EDUCATION FACULTY WORK WITH WILKINSBURG SCHOOL DISTRICT

School of Education faculty members Jim Turner and Sue Goodwin have been working closely with Wilkinsburg School District for more than two years to improve the quality of education. Recently, Wilkinsburg was notified by the Pennsylvania Department of Education that the district was removed from the state empowerment list. The school district improved its lowest performance in reading and mathematics and reached the school district improvement plan goals. Removal from the list was based on test scores and a quality-review visit at the district in December.

Superintendent Joseph Tindal and Turner, who serves as chief operating officer, recognized the faculty, staff, school board members, and students for the hard work aimed at reaching their goal. Extra instruction was provided for the elementary children, and two required extra periods per week were added in ninth, 10th and 11th grades. The district has created mathematics and literacy coaches for each elementary school and is working extensively with the Western Pennsylvania Writing Project at the University of Pittsburgh to improve K-12 instruction. Removal from the empowerment list represents a small step forward in the long journey that lies ahead. Congratulations to Wilkinsburg students, faculty, staff, and administrators for all of the hard work.



MAKING AN IMPACT IN CLASSROOMS

America Reads at the University of Pittsburgh

The America Reads Challenge is a federal tutoring program that helps ensure that all children can read well by the end of third grade. At the University of Pittsburgh, it has been run jointly by Student Volunteer Outreach and the School of Education since September 1997—and it has experienced rapid growth since then. During the first year, 73 Pitt tutors worked with students at five sites surrounding the University. During the 2004–05 school year, 137 tutors served 297 students from lower socioeconomic families at 15 sites in inner-city Pittsburgh, including public and parochial schools and after-school programs operated by churches and community agencies. During the 2004–05 academic year, Pitt tutors logged more than 13,000 hours of service.

Terry Milani, director of Student Volunteer Outreach, is responsible for the main administrative duties of the America Reads Challenge at Pitt. Rita Bean, a professor in the School of Education, serves as a reading advisor to the program, providing guidance and leadership as necessary. Program Coordinator Danna Belski is responsible for interviewing incoming tutors; recruiting new tutors; and facilitating communication between sites, literacy coaches, and tutors. She also processes payroll and other paperwork and works collaboratively on financial and administrative components of the program.

Mary Jo Maggio and Maria Genest, graduate students in the Department of Instruction and Learning's Reading Education Program, served as literacy coaches for the program for the 2004–05 school year. Their responsibilities included developing and implementing training sessions for the tutors on a monthly basis and communicating with tutor leaders and



tutors on a weekly basis via e-mail, site visits, or observations. They also scored assessments, provided feedback to the tutors, and monitored tutor progress through regular communication with site supervisors and teachers.

Tutors receive extensive training throughout the academic year on how to administer assessments for monitoring progress and how to tailor their lessons to meet student needs. Tutors are also required to attend monthly training sessions to discuss

appropriate reading activities and lessons. Through the pre- and post-reading assessments, students who participated in America Reads showed significant improvement in reading skills over the course of the year.

America Reads staff collaborate with community agencies and organizations to continually improve. This year, the program received a grant from the Heinz Endowments to support a partnership with America Learns, a national online tutoring support service. Tutors were required to complete a weekly survey, answering questions regarding the week's tutoring, and they were able to access resources and ideas from tutors around the country. In addition, three new after-school sites were added this year through a partnership with Wire-less Neighborhoods, an agency that provides community organizations, schools, and after-school programs with an academic environment including computers and technology. Carnegie Library of Pittsburgh provided training in the fall for all tutors. Tutors received an in-depth tour of the vast materials available at the library, as well as training on age- and reading-level appropriate books for their students.

Staff and supervisors at each site expressed great satisfaction with the contribution the America Reads tutors made to their programs. One site supervisor noted, "Our tutors this year came to us well prepared and possessed a positive attitude and

professional level of commitment. Our kids reaped the benefits of their commitment and maturity."

A supervisor at a different site stated, "America Reads has been an invaluable asset to our reading program. The tutors are well trained and have a positive impact on our students' improvement of reading skills."

AMERICA READS CHALLENGE
FACTS AND FIGURES FOR THE
2004–05 ACADEMIC YEAR

- America Reads at the University of Pittsburgh served 297 students at 15 in-school and after-school programs within the greater Pittsburgh community.
- 137 undergraduates from the University worked as federal work study tutors, academic intern tutors, or volunteer tutors during the academic year.
- Tutors collectively logged more than 13,000 hours of service.
- Tutors were assigned to work with two to five students who were at risk for developing reading problems.
- Through First Book (a national nonprofit organization), more than 2,000 new books were donated to children participating in the America Reads Challenge.

CHILD DEVELOPMENT AND CHILD CARE PROGRAM
CELEBRATES 50 YEARS

The former Program in Child Development and Child Care, now the Program in Applied Developmental Psychology, celebrated 50 years with a workshop and the Horace Mann Lecture by noted child development specialist Professor Barbara Bowman. The workshop included a panel discussion about the changing field of child development. Alumni from each decade from 1950 to 2000 spoke about the past and future of the field. The first Mr. Rogers/Nancy Curry award was presented to Michelle Spohn, Steve Woods, Denise Esposto, Mimsie Leyton, and Barbara and Merle Skinner.

The culmination of the workshop was the presentation of the 37th Horace Mann Lecture by Bowman, currently the chief officer of early childhood education for the Chicago Public Schools and founding member of the Erikson Institute for Advanced Study in Child Development. In her

lecture, "Implications of Cultural Difference in Education," Bowman discussed the importance of understanding how culture influences children's learning. Although stages of development are universal, what children learn is different depending on culture and what parents feel is important. There are different ways to raise healthy children, and some cultural patterns are similar, whereas others are quite different. Some practices work well in some environments but not in others, and teachers need to understand the impact of culture on learning. Understanding this has direct implications for schools. Children's past learning frames new experiences. Teachers and administrators need to understand the cultural backgrounds of their students and build on children's past learning experiences. Testing and retesting will not help children learn; teaching will.

The presentation is available online at <http://cidde-msl.cidde.pitt.edu/MediaSiteLive30/LiveViewer/?peid=df779c87-e993-43c6-ba42-a88a2ae18949>.

SCHOOL OF EDUCATION RANKED 31ST BY
U.S. NEWS & WORLD REPORT

U.S. News & World Report ranked the University of Pittsburgh School of Education 31st out of 249 schools of education granting doctoral degrees. Based on 12 measures of quality, deans of schools of education and graduate studies, along with superintendents of schools nationwide, ranked the schools on a five-point scale. Last year, Pitt's School of Education ranked 34th overall in the rankings. This year, the University of Pennsylvania is the only school in the commonwealth ranked ahead of Pitt.



MAKING AN IMPACT IN CLASSROOMS

The Teacher-Heroes of Kosovo

By David M. Berman

In the aftermath of war and ethnic cleansing, a Kosovar colleague of mine asked, “What do you do with heroes and teacher-heroes?”

“I know what it’s like to be hunted for four years,” said another. “Our message was: ‘You can continue the violence all you want, but we will continue to live here. ... Through education, we were going to build a state.’” And in the words of another, “Kosovo was one big school.”

Amid the fragmentation of the Socialist Federal Republic of Yugoslavia into ethnic enclaves and the ethnic cleansing of the Serbian province of Kosovo, these teacher-heroes constructed a parallel system of education—or in their terms, an independent educational system in opposition to the apartheid educational system that segregated Albanian and Serbian students. For almost the entire decade of the 1990s, these teachers continued the process of schooling a generation of Kosovar Albanian students as a form of civil resistance to Serbian authorities during the ethnic violence and the most ominous of conditions. Today, the legacy of these teachers is reflected in their status as teacher-heroes in the Kosovar struggle for national liberation. “Liri, Pavarësi, Demokraci!” they chanted during their struggle: “Freedom, Independence, Democracy!”

By the beginning of the 1990s, amid the breakup of the former Yugoslavia, ethnic segregation of Serbian and Albanian students had become a prominent feature of Kosovo schools, an outgrowth of the policies of Slobodan Milosevic, the president of Serbia and the voice of Serbian nationalism. Although ethnic Albanians comprised 90 percent of the population of the Autonomous Province of Kosovo before Milosevic revoked its autonomy, nationalist policies imposed a uniform Serbian curriculum to be taught exclusively in the Serbian language using the Cyrillic alphabet at the beginning of the 1990–91 school year. As Albanian language books were burned in the schools, Serbian government authorities first withheld pay to Kosovar Albanian teachers during the school year and then arbitrarily dismissed these teachers, evicting

them along with ethnic Albanian students from schools.

At the Aca Maronic Elementary School in Prishtina, the expulsions began in March and April 1991 when Albanian teachers and approximately 700 Albanian students were denied entrance to the school by Serbian police at the front gates. According to Abaz Rrecaj, the school’s director at the time, two policemen with automatic weapons were stationed at the front door of the school with as many as 35 police on the second floor overlooking the front entrance. Parents and teachers gathered in front of the gates in protest, and Rrecaj was taken away for what Kosovars refer to as “informative talks.” He was beaten and told not to protest at the school. For the next two years, the Albanian teachers organized schooling for their Albanian students in private homes



Photo courtesy of Ragif Zekolli

Upper elementary school students in Semetisht attend class in the room of a private home with no heat.



Photo courtesy of Ragif Zekolli

Third-grade students from Hasan Prishtina Elementary School in Semetisht attend class in tents.



Photo courtesy of Ragif Zekolli

The school yard in front of the burned remains of Hasan Prishtina Elementary School in Semetisht where tents were constructed for classes.

near their old school. They named the new Albanian school Faik Konica Elementary School.

Valbona Kastrati, director of Ismail Qemali Elementary School in Prishtina, told me that she was brought into the police station 29 times for “informative talks.” In 1990–91, the school’s remaining 1,700 Albanian students were relegated to half of the school, while the 290 Serb students occupied the other half. With two separate entrances—the back entrance for Albanians—this one school in effect became two schools under one

roof, and they were separated by interior partitions across the front lobby and open hallways and even took two different names.

The Serbian half was called Jovan Jovanovic Zmaj while the Albanian half took the name Ismail Qemali. With 1,700 Albanian students attending classes in half the space, the Albanian school operated in four shifts until 8 p.m.

Although permission was given to a number of Albanian elementary schools to return to school buildings from which they had been evicted,

like Ismail Qemali, they operated under restricted conditions and were confined to certain areas, often without access to common school facilities such as a gymnasium. And still, students and teachers at no less than 36 Albanian elementary schools (including Faik Konica) out of 441 in the country had no access to their buildings whatsoever. Teachers conducted classes wherever they could find room. In fact, only four out of 60 Albanian secondary schools had access to their school buildings.

These parallel Albanian schools operated in a variety of settings—in private homes, basements, and garages—hidden from the eyes of the police, who stopped Albanian students and teachers on a regular basis, looking for pencils, papers, and books as evidence that they were attending



Photo courtesy of Ragif Zekolli

The remains of Hasan Prishtina Elementary School, in the village of Semetisht, burned to the ground in August 1998.



school illegally. Lema Kabashi, a counselor at the Shaban Spahiu Vocational-Technical Secondary School, walked one hour across Peja city through Serbian police checkpoints to reach her school, located in a private house, and one hour back at night. Many of these secondary teachers and students were brought in for their own form of “informative talks” as well. “One of the hardest things to deal with has been the



Photo courtesy of Hajrije Devetaku

David M. Berman (second from right) and representatives from the Ministry of Education, Science, and Technology Provisional Institutions of Self-Government, United Nations Mission in Kosovo: (left to right) Shqipe Gashi, curriculum officer for civics; Arber Salihu, curriculum officer for history; and Hajrije Devetaku, curriculum officer for languages. They are on their way to see the Pittsburgh Pirates on opening day at PNC Park.



Photo courtesy of Ragip Zekolli

Upper elementary school students in Semetisht attend class in the remains of their burned school building.

killings of students by police and the military,” noted Agim Hyseni, president of the Kosovo Teachers Union (SBASHK). “Up to the end of 1997, there had been 24 deaths of students under 18—and not one person has been charged or convicted.” Hyseni, now chair of the Department of Sociology, and Kabashi, now associate professor on the faculty of the School of Education, both at the University of Prishtina, were two of nine Kosovar educators brought to the University of Pittsburgh through the academic exchange program of the Kosovo Civic Education Project.

Hyseni told me that Mary Futrell, then president of the National Education Association, visited Kosovo during this time and said that the institutionalized segregation of schools was an apartheid crueler than the one that took place in South Africa because at least in South Africa there were some legal rights. Yet, this parallel Albanian school system had a Ministry of Education in exile in Switzerland;

an internal Ministry of Education called the League of Albanian Educators (LASH), which was composed of seven people who administered the parallel system; and SBASHK, with a membership of 22,000 educators. By 1998–99, 266,414 Albanian elementary students were being taught by 13,585 teachers, and approximately 63,000 Albanian secondary students were taught by about 6,000 teachers throughout Kosovo in the parallel system.

In their own words, those teachers “have re-created and maintained a complete education service operating outside the official system. It is a remarkable story of commitment, dedication, and bravery.”

The issue of bravery in this story is no small matter, as Albanian teachers were continually brought in for “informative talks.” Hyseni recalled one such talk in which the police indicated that they knew his daughter and asked him what he would do if she failed to come home one night. In confusion and anger, Hyseni responded: “Now I know who killed my colleagues in Srebrenica.”

Haki Pavataj, director of the Bajram Curri Elementary School in the village of Strelle e Madhe, was killed during one of these talks, dying during interrogation from a broken neck. Another three teachers from the school were killed during 1998–99 alone. Halit Geci, director of Përparimi Elementary School (what is today the Halit Geci Elementary School in the village of Llaushë e Madhe), was shot in front of his students as he tried to protect them from the police. In the village of Krushë e Madhe, nine teachers from Bajram Curri Elementary School were killed during a massacre of 218 villagers. In Krushë e Vogël, 112 villagers were herded into a farmhouse and executed. Their bodies were then set on fire. Many of the remains from both villages were dumped into the nearby Drini River. One hundred seven villagers are still missing. Some 17 mass graves have been found in the Krushë area alone.

According to Bajram Shatri, director of Schoolbook Publishing House and

one of the original LASH members, at least 310 Albanian educators were killed during 1998–99 alone as overt violence broke out in Kosovo in the months prior to the ethnic cleansing. He estimates that some 500 educators were killed during the time of the parallel system. According to Ragip Zekolli, head of the General Education Division in the Ministry of Education, who escorted me to Krushë where he buried bodies himself, many of these educators were directly targeted by the police, paramilitaries, and the army. In addition to his work as an educator, Zekolli also serves as chair of Kosovo’s Committee for Missing Persons. To date, the third edition of the *Book of the Missing*, which was compiled by the International Committee of the Red Cross, records the names of 3,272 missing persons in the aftermath of the ethnic cleansing of Kosovo and includes the names of the missing Kosovar educators noted above.



Photo courtesy of Ragip Zekolli

The school yard in front of the burned out remains of Hasan Prishtina Elementary School in Semetisht where tents were constructed for classes

Viewed in this light, I find myself privileged to have met the teacher-heroes of Kosovo through the Civic Education Project, which gave me the opportunity to visit Kosovo schools, talk to the students, and work with teachers to write a new school curriculum. The legacy of these teacher-heroes is today a new school system built on the commitment, dedication, and bravery demanded of them during the hard years of the parallel system under the threat of violence, warfare, and ethnic cleansing. In the words of Shatri, “The history of education in Kosova during the period 1990–2000 will be written with golden letters for the sake of the work and the sacrifice of Albanian students and teachers.” Today this historical legacy sees Kosovar students and teachers walking through the front doors of their schools in the spirit of “freedom, independence, and democracy” for which they sacrificed so bravely.

The Kosovo Civic Education Project is one component of the Balkan Educational Partnerships Program funded by the U.S. Department of State’s Bureau of Educational and Cultural Affairs and administered by the Center for Russian and East European Studies, which is part of Pitt’s University Center for International Studies and the School of Education’s Institute for International Studies in Education.

SCHOOL OF EDUCATION ALUMNA

Helen S. Faison Delivers Commencement Address

Pitt's Class of 2005, some 6,000 strong, were told by a well-known local educator and Pitt alumna to take their alma mater home with them—"to use some of your gifts to ensure that every child is given access to the best possible educational experience."

Helen S. Faison, director of the Pittsburgh Teachers Institute and holder of three Pitt degrees (EDUC '46, '55G, '75G), told graduates at the May 1 commencement exercises, "I implore you that no matter what educational experiences you have enjoyed, what educational or other privileges you may be able to provide for the children in your own family, that you become and remain concerned about the other children and other families in our nation."

During a career in public school education spanning five and a half

decades, Faison has accumulated a number of impressive "firsts," Chancellor Mark A. Nordenberg told a packed house at the Petersen Events Center. These include becoming the Pittsburgh Public School District's first female high school principal, as well as its first African American high school principal, and being the first African American to lead Pittsburgh's public schools (Faison was interim superintendent from early 1999 to mid-2000).

"Last fall, she was cited as Western Pennsylvania's most influential person in education, an honor fittingly bestowed on her," Nordenberg noted. Faison also has been named among the top 100 educators in the nation, as well as a Pitt legacy laureate and Distinguished Daughter of Pennsylvania, and a Carlow Woman of Spirit, he said.

"If every good teacher deserves an apple, Helen Faison deserves an orchard," Nordenberg said. "Our School of Education built the foundation of her own life of impact which is a source of great pride in our academic community."

Following his introductory remarks, Nordenberg, Provost James V. Maher, and Pitt Board of Trustees Chair Ralph J. Cappy, who read the citation of honor, conferred an honorary.

She then spoke on "You Can Take It With You," a brief history lesson on public school developments in

this country over the past 50 years that was sprinkled with advice for the new graduates.

In the span of years since the 1954 Supreme Court decision in *Brown v. Board of Education*, the country has become more concerned about the failure of the public school system to educate large segments of our population, Faison said.

The *Brown* case, which declared that segregated schools were unconstitutional, set in motion a series of court battles and "led to the abandonment of public schools by many white families and the establishment of a host of religious and other nonpublic schools in protest," she said.

"To the chagrin of those of us who welcomed the *Brown* decision as the beginning of a new era in the struggle for equal educational opportunity for all children in the nation, recent demographic and other changes have resulted in there being more black children attending racially segregated schools today than were attending segregated schools in 1954." Nonetheless, in the early years following the *Brown* decision, public schools could be deemed a success in that they prepared the general citizenry for employment. "As long as there was space in the economy for those whose formal education was very limited, we could be proud," Faison maintained. "The schools were doing well in terms of what was expected of them. [Public high school graduates] easily found places waiting for them



Helen S. Faison

in the economy in which they could earn reasonably good livings and support families."

Those who wished could go on to post-secondary school education prepared for college and eventually for professions and careers that required more formal schooling, she said. But the advent of technology, triggered particularly by the 1950s and '60s space race with the Soviet Union, and the rise of the global economy have left public school graduates woefully unprepared for today's job markets, Faison said.

"When it began to become clear that thousands, even millions, of those being served by our public school system were not faring well in the economy into which they were moving, many began to doubt the effectiveness of the system," Faison said. "As a growing underclass out of which escape became more and more difficult to achieve began to grow, it became clear that immediate intervention was essential."

That concern is manifested in the growing influence of the federal government on public school education, signaled by the establishment of national goals at a series of governors' conferences on education in the 1980s and '90s, Faison said.

"The follow-up to the national goals was the passage by Congress of the No Child Left Behind Act in 2001—an act that has been opposed and supported with equal enthusiasm, [in which] the federal government is using the power of its purse to achieve compliance," she said. "In a nation whose Constitution does not even mention the word education, the federal creep into matters related to public education has grown, as the quality of public education available to all children has been shown to be highly correlated to the wealth of their families or the communities in which they live."

So, what does that mean for Pitt's newest graduates, who are prepared to embark on careers or to continue their educations or to assume the responsibilities of a world-ready person? Faison asked. "You are ready to pass a rich legacy on to your descendants," she said. "But do not forget that you are going to live your life—as we all must—in a world that is beset with all kinds of problems that cannot be confined to an area or to a certain group of people; problems such as diseases, acts of nature, violence, crime, poverty, and hopelessness from which we cannot escape."

It is the responsibility of educated people to seek answers to these common problems, Faison said. "And many of us believe that a good education is a part of the solution," she said. "If you plan to become a teacher, or if you plan to prepare individuals for careers in education or to administer public schools or even to seek service on school boards, you can see the connection.

"But if you do not have any such plans, I still hope that the educational issues to which I have referred will find a place on your life's agenda after the University of Pittsburgh, after today."

In addition to degrees conferred at the May 1 ceremony, Pitt also awarded about 1,000 degrees to students at the regional campuses, which held their own ceremonies.

This story is a reprint of an article written by Peter Hart that appeared in the University Times.



Provost James V. Maher confers an honorary Doctor of Public Service Degree upon Helen Faison



FROM THE GRANTS OFFICE New Sponsored Projects

PSYCHOPHYSIOLOGICAL INFLUENCES ON PHYSICAL ACTIVITY

Deborah Aaron
Associate Professor (HPA)
National Institutes of Health
\$282,960

The overall goal of this project is to evaluate a psychophysiological model to predict spontaneous change in the physical activity levels of young adults.

WESTERN PENNSYLVANIA PRINCIPALS ACADEMY

Otto L. Graf Jr.
Clinical Professor (APS)
Grable Foundation
\$133,000

This funding will support leadership training for principals and provide assistance to principals in southwestern Pennsylvania.

STRENGTHENING EARLY LEARNING SUPPORTS

Christina Groark
Associate Professor (PIE)
Department of Health and Human Services
\$724,504

This project focuses on increasing the capacity of child-care providers in four low-income communities to provide quality care.

NEW PORTABLE TECHNOLOGY TO IMPROVE ASSESSMENT OF PHYSICAL ACTIVITY

John Jakicic
Associate Professor (HPA)
National Institutes of Health
\$237,428

The goal of this study is to examine the validity of the LifeChek KAL-X Sensor to assess energy expenditure during varying modes and intensities of physical activity.

E-PORTFOLIO

Alan Lesgold
Professor and Dean
Grable Foundation
\$236,264

The purpose of this grant is to develop an electronic portfolio system to support the preparation of teachers and school leaders. This system will permit students to learn how to be stronger educators by observing and reflecting upon their actual teaching or school leadership activities.

PARTNERSHIPS FOR FAMILY SUPPORT

Laurie A. Mulvey
Director of the Division of Service Demonstrations
Office of Child Development
Allegheny County
\$411,776

These funds will be used to implement family support principles, which highlight community-governed, community-designed, and community-improved services and activities.

MATH-SCIENCE PARTNERSHIP OF SOUTHWEST PENNSYLVANIA

Cynthia A. Tananis
Clinical Assistant Professor (APS)
Allegheny Intermediate Unit
\$154,599

The goal of this project is to increase K–12 students’ knowledge of mathematics and science through an increase in the breadth and depth of their participation in challenging courses within coherent curricula.

EGYPT EDUCATION REFORM PROGRAM

John C. Weidman II
Professor (APS)
Academy for Educational Development
\$109,542

This program is an integrated set of activities intended to establish a foundation of policy and institutional capacity to improve the quality of education in Egypt.

New Tenure-Stream Faculty Join School

Wandering the halls of Posvar Hall this fall are seven new tenure-stream faculty. One faculty member in the Department of Administrative and Policy Studies (APS) was moved into a tenure-stream position, three faculty were hired in the Department of Instruction and Learning (DIL), and another three were hired in the Department of Psychology in Education (PIE).

In APS, **Consuella Lewis** moved into a tenure-stream assistant professor position in higher education management. Lewis graduated from Claremont Graduate University with a PhD in higher education. She has held positions as dean of the Office of Black Student Affairs at Claremont University Center, associate dean for residential life at Spelman College, and assistant dean of students at the University of Illinois. Her research interests include public policy and higher education access and retention. Lewis is dedicated to students, and last spring she led a writing retreat. Additionally, her forthcoming work about Zanzibar fits in well with the international focus of the school.

Linda Kucan joins the reading and elementary education programs in DIL. She returns to Pitt—where she received her degree in cognitive studies in reading and writing—from Appalachian State University. She has taught grades 1–6 and was vice president and editorial director at Macmillan/McGraw-Hill School Publishing Co. Her research interests include studying teachers, how they learn to teach, and how teacher educators can facilitate that process.

Gabriel Stylianides is an assistant professor in mathematics education in DIL. He received a bachelor of arts degree in education with a minor in mathematics from the University of Cyprus and earned two master’s degrees from the University of Michigan—one in mathematics and another in mathematics education. His doctorate is in mathematics education. Stylianides’ research interests include analyzing mathematics curriculum materials to investigate the opportunities students have to expand their reasoning capabilities and develop the capacity for both inductive and deductive reasoning. He also seeks to help mathematics teachers improve learning from the practice of teaching.

Also joining DIL is **Amanda Thein**, who is an assistant professor in English education. She completed her PhD at the University of Minnesota in literacy/English education. She has worked as a high school English and journalism teacher, as a coordinator of student teaching placements, and as a student teaching supervisor. Her research focuses on the improvement of teaching and learning within a culturally diverse world through innovative teaching and strong community service and school-based collaboratives. She uses critical ethnography and critical discourse analysis to examine the ways racially diverse, working-class high school girls’ responses to classroom literature are embedded in local discourses of the classroom; institutional discourses of the school; and gendered, cultural discourses and reading practices acquired in community, family, and peer-group worlds.

In PIE, **Heather Bachman** joins the Applied Developmental Psychology Program. She obtained her degree in developmental psychology at Loyola University and recently completed postdoctoral training at Northwestern University’s Institute for Policy Research, where she held an adjunct faculty position. Bachman’s research interests focus on cognitive and social competence in childhood and adolescence; risk and resilience, particularly in low-income and minority populations; and contexts of development, including family, poverty, culture, and social policy.

Jane Pizzolato also joins PIE’s Applied Developmental Psychology Program. She received her PhD in educational psychology, learning, and development from Michigan State University. Her research interests include the academic achievement of students of color and students from low-income families and development of academic identity.

Joining PIE’s Research Methodology Program, **Feifei Ye** completed a PhD in quantitative research, evaluation, and measurement from Ohio State University. Her research interests include methods and applications of multilevel and structural equation models for the study of change in multivariate repeated measures; development, implementation, and evaluation of diagnostic assessment models capable of supporting complex constructed response tasks; Bayesian methods and their application in diagnostic assessment; and applications of item response theory for solving practical measurement problems in classroom-based and large-scale assessment systems.



Faculty and Staff News

NEW DIRECTOR OF FALK LABORATORY SCHOOL

Wendell McConaha is the new director of the Falk Laboratory School and clinical associate professor of instruction and learning. McConaha has spent the past 35 years in education. He has worked as an elementary, middle, and high school teacher and as a middle school counselor. The majority of his career has been in school administration. He has served as an assistant principal and principal at the high school level and as a director/superintendent. These experiences have taken him from small rural schools, to urban districts, to the Navajo Nation, and to international settings. In 1986, McConaha moved from public school administration to the University of Chicago Laboratory

Schools, where he served for eight years as head of the high school. He also has served as director of the laboratory schools at Louisiana State University, Northern Arizona University, and the University of Northern Iowa.

McConaha has been a member of the National Association of Laboratory Schools (NALS) Board of Directors since 1988 and has served as director of national and international programs for the association since 1994. He served as president of NALS during the 1993–94 school year and was the recipient of its Distinguished Service Award in 1997.

Actively involved in international education, McConaha has helped to

establish laboratory schools in teacher preparation programs in Chile, China, Nigeria, Romania, Saudi Arabia, the United Arab Emirates, and the United Kingdom. He designed and implemented laboratory schools for two of the national university campuses in the United Arab Emirates.

He received his doctorate in educational leadership from Purdue University. He and his wife, Judy, came to Pittsburgh from Toledo, Ohio, where he was the executive director of field experiences, partnerships, and international programs and an associate professor in curriculum and instruction at the University of Toledo.

and school districts, offering them instructional reading strategies that [she] developed in [her] ongoing research programs after gaining evidence that they are of benefit to children.” There are possibly thousands of people who read well because the schools they attended used some of the methods Beck has pioneered. She has been selfless in going beyond the publication of effective methods for teaching reading to work directly with school systems to be sure they could apply the new approaches. Beck has also received the Chancellor’s Distinguished Research Award. At the top of the scholarly world, it is not unusual to find that the best researchers also do great teaching and/or provide spectacular levels of service to society. Beck is a prime example of this combination of strong scholarship and using what she learns to help others.

after receiving his doctorate in child psychology from the Institute of Child Development at the University of Minnesota. Beginning with a primary appointment in the Program in Child Development and Child Care (then in the School of Health Related Professions), he soon accepted a secondary appointment in the developmental program in psychology. In 1986, with **Mark Strauss**, he helped found the University’s Office of Child Development, which fosters collaborative projects across academic disciplines and community agencies. Johnson remains an associate director of the office as well as coordinator of the Program in Applied Developmental Psychology. His research on cognitive development includes publications on children’s concepts of mind, brain, identity, magic, metaphysics, and spiritual development. He is the author and editor of several books and currently serves on the editorial board of *The Journal of Cognition and Culture*.

Trees Hall, where he works in the Basic Instruction, Leisure Learn, and Kinder Kinetics Movement Programs. His long history of community service includes serving on the board of the Pittsburgh Commission on Human Relations and volunteering at the Kingsley Center as a fitness and self-defense instructor. Smith was recognized for coaching youth sports, assisting in paramedic training, and giving numerous free presentations on his own self-defense techniques.

EDUCATION FACULTY AMONG THE TOP 48: MAKING A DIFFERENCE IN EDUCATION

School of Education faculty and alumni were included in the *Pittsburgh Post-Gazette*’s list of the top 48 educators shaping education in Western Pennsylvania. **Helen S. Faison** (EDUC ’46, ’55G, ’75G), Visiting Clinical Professor **Richard Wallace**, and Associate Professor **Joe Werlinich** (EDUC ’56G) were voted among the top 12 people in education in Western Pennsylvania. Other faculty named in the top 48 were **Mary Margaret Kerr**, **Isabel Beck**, **Rita Bean**, **Otto L. Graf Jr.**, **Phyllis Sheehy**, and **Naomi Zigmond**.

DEBORAH AARON PROMOTED

Deborah Aaron has been promoted to associate professor with tenure by Chancellor Mark A. Nordenberg. Aaron’s work in the Department of Health and Physical Activity makes great strides in promoting healthy lifestyles for children and adults. She has been conducting a 15-year longitudinal study of the physical activity patterns of a large cohort of individuals who were recruited as adolescents and followed into adulthood. Physical activity has been assessed seven times, and the study has identified several important factors that appear to increase the likelihood that individuals will engage in adequate levels of physical activity.

SHIRLEY BIGGS NAMED JEAN E. WINSAND DISTINGUISHED EDUCATOR



Shirley Biggs

Shirley Biggs received the 2005 Jean E. Winsand Distinguished Educator Award from the Jean Winsand International Institute for Women in School Leadership. Biggs was recognized for both her outstanding work as the School of Education’s affirmative action officer and for her contributions to the development of

the Pennsylvania Literacy Framework. She consults at the local, national, and international levels in reading literacy. She is the current editor of the *Journal of College Literacy and Learning*, associate editor of the *Negro Educational Review*, and past editor of *Innovative Learning*. Biggs assisted in the development of the 2001 *Pennsylvania Literacy Framework* and cowrote the chapter “Investigating Language.”

ISABEL BECK RECEIVES CHANCELLOR’S DISTINGUISHED PUBLIC SERVICE AWARD

Isabel Beck received the Chancellor’s Distinguished Public Service Award this year for her “continuing service over a period of many years to schools

CARL JOHNSON NAMED CHAIR OF PSYCHOLOGY IN EDUCATION



Carl Johnson

Associate Professor **Carl Johnson** has been named chair of the Department of Psychology in Education. Johnson began his academic career at the University of Pittsburgh in 1977

CURTIS SMITH RECEIVES CHANCELLOR’S STAFF AWARD

Curtis Smith, an instructor in the Department of Health and Physical Activity, received the Chancellor’s Staff Award for Excellence in Service to the Community. Smith was nominated for both community and University service. He is a 25-year veteran of the University of Pittsburgh police force, yet is well known on campus for his devotion to fitness and martial arts. He is a fixture in



Faculty Notes

Dave Berman, associate professor (DIL), received a Fulbright Scholar Lecturing/Research Award for “Confrontation with History in Postwar Bosnian Education” from the J. William Fulbright Foreign Scholarship Board, Council for International Exchange of Scholars, University of Sarajevo, Bosnia and Herzegovina (2005–06).

Jennifer Cartier, assistant professor (DIL), was selected to be an early research career affiliate for the Center for Curriculum Materials in Science, a collaboration between Northwestern University, Michigan State University, the University of Michigan, and the American Association for the Advancement of Science.

Dan Dewey, assistant professor (DIL), was awarded a University Center for International Studies fellowship for the 2005–06 school year. As a fellow, he will function as director of the Study Abroad Research Group and focus on the development and submission of two research proposals. He will work with colleagues from Pitt and two other institutions on a major grant proposal involving Chinese, Japanese, and Korean learning during study abroad. A second proposal will involve cross-linguistic and cross-context comparisons of language learning.

Rick Donato, associate professor (DIL), and his research colleague G.R. Tucker at Carnegie Mellon University have received a Title VI research award for work on foreign language learning. At a time when almost all federal money in this area has been diverted to work on strategic language issues relating to terrorism,

it is especially significant to see that Donato’s work gets support even when the list of funded projects has only a few entries.

Nancy Elman, associate professor emeritus (PIE), received the Jefferson Cup for service to the American Psychological Association as chair of its Advisory Committee on Colleague Assistance in 2003–04.

Amanda Godley, assistant professor (DIL), has been chosen to be a 2005–06 National Academy of Education/Spencer Postdoctoral Fellow. She was one of 20 fellows selected from a pool of nearly 200 education scholars.

Sue Goodwin, clinical professor (APS), was recognized with the Excellence in Educational Leadership Award from the University Council for Educational Administration. This award is given annually to a small number of practicing school administrators who have made significant contributions to the improvement of administrator preparation.

Mary Margaret Kerr, associate professor (APS), took part in the Education Policy Fellowship Program (EPFP) during the 2004–05 academic year. EPFP is a professional development program for individuals whose work records reflect strong leadership abilities and a concern for issues important to children and education. The program is available in Pennsylvania through the Education Policy and Leadership Center. The nationally recognized EPFP was established more than 40 years ago by the Institute for Educational Leadership in Washington, D.C.

Anthony J. Nitko, professor emeritus (PIE), published an online lesson on how to evaluate a test using the Mental Measurement Yearbook (MMY). The title of the lesson is “Using an MMY Review to Evaluate a Test,” available online at www.unl.edu/buros/bimm/html/lesson01.html. He also gave a workshop and three keynote addresses. The workshop took place in May at the New Horizons Conference and Exhibition in Kingston, Jamaica. The conference was sponsored by the U.S. Agency for International Development (USAID). At the National Conference on Assessment sponsored by USAID in Addis Ababa, Ethiopia, in June, his keynote address was “Continuous Assessment is Developing Countries.” He also presented the keynote address at the International Conference on Learning, Teaching, and Assessment at National Taiwan Normal University in Taipei, Taiwan, titled “Alignment of Standards, Instruction, and Assessment” as well as another address, “Grading Students’ Learning Progress.”

Robert Robertson, professor (HPA), is the 2004 recipient of the American Heart Association (Allegheny Division) Volunteer Recognition Award.

Eva Shivers, assistant professor (PIE), has been awarded a fellowship in the Leaders for the 21st Century program of the ZERO TO THREE: National Center for Infants, Toddlers and Families. This program supports collaborative assistance to an elite group of early-career researchers to do work that benefits infants, toddlers, and families.

Pitt Board of Trustees Adds Campbell and Gaunt

At its annual meeting June 24, Pitt’s Board of Trustees named four new candidates for board membership, including two alumnae of the School of Education—bestselling author **Bebe Moore Campbell** of Los Angeles, Calif., and **Bobbie Gaunt** of Saugatuck, Mich., retired president and Chief Executive Officer of Ford of Canada and independent director of ADVO, Inc.

Campbell is the author of three New York Times bestsellers—*Brothers and Sisters* (Gale Group, 1995), *Singing in the Comeback Choir* (Penguin Group, 1998), and *What You Owe Me* (Penguin Group, 2001), which also was a Los Angeles Times Best Book of 2001.

Her new novel, *72 Hour Hold*, the story of a mother struggling to cope with her daughter’s bipolar disorder, was released June 28.



Bebe Moore Campbell

Campbell’s interest in mental health also was the catalyst for her first children’s book, *Sometimes My Mommy Gets Angry* (Penguin Group, 2003), which tells the story of a little girl reared by a mentally ill mother; it won the National Alliance for the Mentally Ill Outstanding Literature Award for 2003. Campbell’s book *Your Blues Ain’t Like Mine* (Ballentine Books, Inc., 1992) was a New York Times notable book of the year and the winner of the NAACP Image Award for Literature. Her first play, *Even with the Madness*, which debuted in New York City in June 2003, revisited the theme of mental illness and the family.

Campbell earned a bachelor of science degree in elementary education at Pitt in 1971. The University’s African American Alumni Council honored her with its Distinguished Alumni Award in October 2003.

Gaunt made history as the first woman to enter Ford Motor Company’s Sales & Marketing Management Program in 1972; 29 years later, she retired as a corporate vice president and president and CEO of Ford of Canada, after having been only the second woman named to head a major Canadian automotive company. She has served as an independent director of ADVO, Inc., the nation’s largest targeted home-delivered print advertising company, since 2004 and was ADVO’s interim CEO from June to October 2004.



Bobbie Gaunt

Gaunt was a founding member of the Canadian chapter of the Women’s Automotive Association International (WAAI), received the WAAI’s Professional Achievement Award in 1998, and was awarded the Automotive Hall of Fame’s Distinguished Service Citation in 1999. In 2000, *Automotive News* named her one of the 100 Leading Women in the Auto Industry. She now chairs the board of directors of the nonprofit Saugatuck Center for the Arts.

Gaunt earned a bachelor of science degree at Pitt’s School of Education in 1972 and is a member of Pitt’s Joseph M. Katz Graduate School of Business (KGSB)/College of Business Administration (CBA) Board of Visitors. In October 2000, Gaunt was inducted into the inaugural class of Pitt Legacy Laureates, and she was named a Distinguished Alumni Fellow in 2001.



Endowed Funds Provide Support for Students

The University of Pittsburgh School of Education is fortunate to have a number of scholarships, fellowships, and student resource funds that were established by generous donors and provide financial support for students. The following are current scholarships and fellowships that have been established either by or in the name of School of Education alumni, students, and friends.

DEPARTMENT OF ADMINISTRATIVE AND POLICY STUDIES

Edson Boyd Powell Scholarship

Mildred Powell created this endowed scholarship for students pursuing a master's or doctoral degree in educational administration in memory of her husband, Edson Powell (EDUC '39G, '54G).

DEAN'S AREA

Ralph R. and Mary N. Barr Endowed Resource Fund for Student Achievement

Ralph R. (ENGR '38) and Mary N. (EDUC '38) Barr established this fund with the remaining balance of their charitable gift annuity for students in the School of Education and the School of Engineering. The fund provides support for expenses over and above tuition.

Adelaide G. Heverly-Welge Scholarship

Adelaide G. Heverly-Welge (EDUC '19) established this endowed scholarship for women from the Altoona area

who are enrolled in their junior or senior year of college, preferably in the School of Education.

Kathleen N. Holleran Endowed Fund for Student Resources

Kathleen N. and Lawrence P. Holleran (EDUC '56) created this fund for students enrolled in the School of Education. It supports tuition and other expenses.

Clara Barnes Jenkins/Dr. William H.E. Johnson Endowment

Clara Barnes Jenkins (EDUC '65G) established this endowed scholarship for outstanding graduate students pursuing a degree in education in memory of William H.E. Johnson, a former professor in the School of Education.

Michael and H. Joan Radvansky Fellowship

H. Joan Radvansky (EDUC '32, '39G) established this endowed fellowship for in-state students enrolled in the School of Education. Her husband, Michael Radvansky Jr. (EDUC '38, '41G, '57G), was also a Pitt graduate.

Jean M. Slack Fellowship

The Jean M. Slack (EDUC '38, '55G) Fellowship is for students enrolled in the School of Education.

David Weinberger Fellowship

David Weinberger (EDUC '36, '41G) established this endowed scholarship for students enrolled in the School of Education.

DEPARTMENT OF INSTRUCTION AND LEARNING

Walter Barnes Sr. and Stella G. Barnes Endowed Scholarship

Clara Barnes Jenkins (EDUC '65G) established this scholarship in memory of her parents. It provides scholarships for teacher education.

Peter C. Bennett and Rita Blasek Bennett Endowed Scholarship

Jayne Mortenson, Judith Flanagan, and Susan Bennett Hattan created this scholarship fund to honor their parents, Peter (EDUC '39) and Rita (EDUC '39) Bennett. It is awarded to students in the professional year program or in the master of arts in teaching program in the School of Education.

Sherry Berkowitz Memorial Award

This endowment was established by family and friends in memory of Sherry Berkowitz, who passed away while she was a senior in the School of Education. It is awarded to an able and worthy female member of the School of Education.

Aimee Chesler Fredette Memorial Award

Herbert and Betty Elaine (EDUC '87G, '91G) Chesler established this award in honor of their daughter, Aimee Chesler Fredette (EDUC '89G). It is awarded to students enrolled in the special education program in recognition of dedication to the profession of special education and for voluntary work with children with disabilities.

Annette Crantz Briskman Scholarship

Louis Briskman (CAS '70) established this scholarship in memory of his mother, Annette Crantz Briskman (EDUC '38, '43G), for women enrolled in the graduate program for elementary education.

Ethel Feldman Scholarship

Ethel Feldman (EDUC '33) set up this scholarship fund for students enrolled in the elementary education, professional year, or master's programs.

Sarah F. and Elizabeth Graf Endowed Scholarship

This scholarship was created from the estate of Sarah F. Graf for scholarships and named after Graf and her sister, Elizabeth Graf (EDUC '47G). The awards are for gifted individuals majoring in elementary education at the undergraduate or graduate level.

I simply cannot imagine doing anything more valuable or fulfilling than inspiring children to want to learn. I feel so fortunate to be able to do something I am passionate about every day.

*Sarah Durkin
Graf Endowed Scholarship*

Dr. Charles Hayes Jr. and Silvia Hayes Endowed Fund for Graduate Study

Silvia Hayes (EDUC '56G) established this fund to support resources for graduate students in the fields of learning and physical disabilities after her husband, Charles Hayes Jr. (EDUC '55G), passed away.

Bertha C. Kretzschmar Fund

Bertha C. Kretzschmar established this fund through her estate to assist and aid in the education and instruction of blind students.

Ethel Henderson Luckhardt Scholarship

Ethel Henderson Luckhardt (EDUC '36, FAS '45, SLIS '49G) established this scholarship to be used by the School of Education for minority professional education in teaching.

Mary O. Saltsman Scholarship

Mary O. Saltsman bequeathed this scholarship.

Warren Davis Shepler Endowment Fund

Warren Davis Shepler (EDUC '48G, '56G) created this fund through a trust. It is for students who are working toward a degree in teacher education, either in the graduate or undergraduate program.

J.O. Wood Scholarship

J.O. Wood (EDUC '25, '30G) bequeathed this scholarship for Pittsburgh-area students who plan to enter the teaching profession.

Lois Lyden Zord and the Honorable Joseph Zord Jr. Endowed Scholarship in the School of Education

This endowed scholarship was established in memory of Lois Lyden Zord (EDUC '33) and Joseph Zord Jr. by their daughter Carol Zord McGrevin (EDUC '64) and son-in-law Gene R. McGrevin (CAS '66). It is for Western Pennsylvania students enrolled in the elementary education program and pursuing a teaching career. Carol McGrevin created this fund to carry on the education legacy of her family. The first awardee will be selected in 2006.

DEPARTMENT OF PSYCHOLOGY IN EDUCATION

Margaret M. Greenawalt Memorial Scholarship

This memorial scholarship was established through Margaret M. Greenawalt's estate to provide scholarships for students in the School of Education.

For more information on these scholarships, or if you would like to contribute to these funds, please contact:

**University of Pittsburgh
School of Education
Kathy Jo McElwain
Director of Development
5613 Wesley W. Posvar Hall
Pittsburgh, PA 15260**

**412-648-1789
kjmcel@pitt.edu**



Alumni News

ALUMNI HONORED AS LEGACY LAUREATES



(L-R) Provost James V. Maher, Dean Alan Lesgold, Doreen Boyce, and Chancellor Mark A. Nordenberg

In October 2004, the University of Pittsburgh named two School of Education alumni, **Doreen Boyce** (EDUC '83G) and **Mounzer R. Fatfat** (CAS '82, EDUC '96G, '98G), Legacy Laureates.

Launched in 2000, the Legacy Laureate program recognizes Pitt alumni who have excelled both professionally and personally and who exemplify the best in leadership qualities and commitment to the greater good of their professions.

Boyce has been president of the Buhl Foundation since 1982 and is a noted regional philanthropic leader. She earned her doctorate in administration and international education at Pitt and bachelor of arts and master of arts degrees, both with honors, at Oxford University. Boyce began her career in higher education as a lecturer and tutor in economics at the University of the Witwatersrand in South Africa and subsequently became

professor of economics and chair of the Department of Economics and Management at Hood College. Boyce also served as provost and dean of the faculty at Chatham College. The Buhl Foundation established a chair in Boyce's name at Pitt's School of Information Sciences to honor her long and distinguished career in higher education and her dedication to the ideal

of improving the quality of life for countless citizens of her region and beyond.

Fatfat, currently the Senior Advisor for Ambassador Zalmay Khalilzad, was the U.S. senior consultant to U.S. Ambassador John Negroponte and for the Ministry of Youth and Sports in Iraq. In 2003–04, he served as senior advisor to former U.S. Ambassador Paul Bremer and to the Iraqi Ministry of Youth and Sports, and, from 1999 to 2003, he was United Nations Minister of Youth for Kosovo. Fatfat also served as liaison between



Mounzer R. Fatfat (center) receives the Secretary of Defense medal for Outstanding Public Service, December 14, 2004, at the Pentagon from Donald Rumsfeld (left) and Paul Bremer (right).

Bremer and the Iraqi Minister of Youth and Sports in 2003–04, when he supervised some 3,000 employees in the Ministry of Youth and Sports and oversaw the refurbishment of more than 160 youth centers and 350 sports clubs, all of which had suffered in the aftermath of the fall of Saddam Hussein. Fatfat also helped to get Iraq readmitted to competition in the Olympic Games; as part of that successful effort, he conducted the first democratic elections in Iraq in 35 years for the purpose of electing the Iraqi Olympic Committee and its president. In his current role he has arranged for 1,150 Iraqis to be trained in Lebanon for leadership, management, and capacity building.

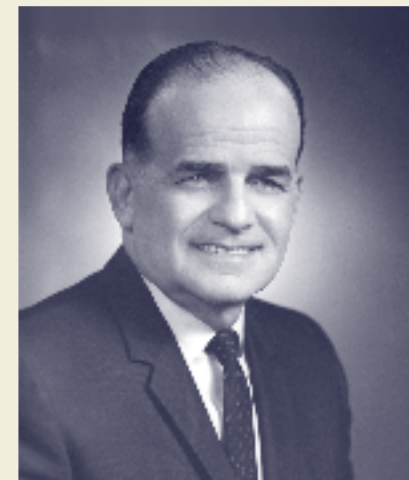
Fatfat continues his mission to bring students from war-affected areas of the world to study in the United States as a consultant for La Roche College, where he established a program for 80 students from Kosovo to receive four-year scholarships to that institution. At the University of Pittsburgh, he earned a bachelor of science degree in computer science from the College of Arts and Sciences and a master of education and PhD degrees in administrative and policy studies from the School of Education.

A Family's Legacy

As a child, Carol Zord McGrevin (EDUC '64) grew up watching her mother, Lois, teach elementary school. It was during those precious experiences that McGrevin learned to love the field of education and was inspired to become a teacher herself.



Lois Lyden Zord



The Honorable Joseph Zord Jr.

continued training and development seminars for school administrators.

"I was so fortunate to receive a scholarship when I was a student at Pitt," says McGrevin. "It is something that I will always be grateful for and will never forget."

Perhaps it was with that thankfulness in mind that, after the passing of her mother in 2003, the McGrevins decided to create the Lois Lyden Zord and the Honorable Joseph Zord Jr. Endowed Scholarship to honor Carol's parents. This fund also recognizes in a special way her mother's lifelong vocation to education by supporting students interested in that field.

"I believe it is so important to support teachers and the field of education," says McGrevin. "There wouldn't be great doctors in the world without great teachers. I hope this fund will help inspire others, as I was."

Reprinted with permission from the winter 2004 issue of World of Giving.



Notes and Updates

Deborah A. Cox, EdD '04, a Faison Fellow, is the acting principal at South Hills Middle School. Previously she was the assistant principal.

Michael Connel, MS '03, after working nine years at the University of Pittsburgh, recently accepted a position with UPMC as a clinical health coach.

Monica Pagano, PhD '03, assistant dean of international programs at Elon College in North Carolina, was selected for membership on the Council on International Educational Exchange's (CIEE) Whole World Committee, the leading nongovernmental international educational organization in the United States. She also presented "How a Well Designed Service Learning Program Can Go Beyond the Missionary Statement" at CIEE's recent world conference in Santa Fe, N.M.

Mindy Wygonik, EdD '02, was named associate director of the Indiana University of Pennsylvania Academy of Culinary Arts Instructional Design Center.

Beth Grunwald, MEd '01, a Spanish teacher at Edgeworth Elementary School and English as a second language teacher at Edgeworth and Quaker Valley High Schools, has earned the prestigious National Board for Professional Teaching Standards certification in World Languages Other Than English (Early Adoles-

cence through Young Adulthood.) To earn national certification, Beth had to commit to hundreds of hours of writing, reflecting, and assessing to complete a portfolio representative of her instruction, assessment, and involvement in the professional community. In addition to her teaching duties, Beth is the world language coordinator for the school district and was also one of 12 finalists for the 2004 Pennsylvania State Teacher of the Year Award.

Wendy Klauss Hutchinson, MAT '99, after being nominated by her principal, was selected as a Teacher of Distinction from the Teacher Excellence Foundation for 2003. She was in her fourth year of teaching—the youngest and least experienced teacher recognized in this category. Currently she is in her sixth year of teaching eighth-grade science at Highlands Middle School, in Natrona Heights, Pa.

Kathleen Letshabo, MA '97, PhD '98, is the assistant director of the Center for Academic Development at the University of Botswana.

Nanci A. Sullivan, EdD '95, recently published a book titled, *Surviving Childhood Cancer: Walking with a Shadow* (Greenwood Publishing, 2004). The book is part scholarship and part human interest. Her research for the book started with a School of Education student research grant and reviews the latest research on childhood leukemia. In the book, nine survivors of childhood leukemia tell their stories

and give insight into the physiological changes, and psychosocial and educational difficulties that became a constant "shadow" in their lives.

William Toth, MEd '95, is a high school counselor and football and baseball coach at Walt Whitman High School in Bethesda, Md. He graduated this summer with an administrative leadership certificate from Johns Hopkins University. He and the former Kirsten Gross (SSW '96) had their first child, Tatum Elizabeth, on September 5, 2004.

Bagale Chilisa, EdD '95, MA '97, has been promoted to associate professor in the Department of Educational Foundations at the University of Botswana.

Fen-Lan Tseng, MA '95, is director of test development for the Testing Center at National Taiwan Normal University.

Robert Nitko, MEd '94, is a technology teacher at the American School for the Deaf in West Hartford, Conn. He won a \$10,000 Samsung Electronics Hope for Education Grant in an essay competition and an EDS Technology Grant award for 2004.

Howard L. West III, MEd '93, earned a Master of Divinity degree from Princeton Theological Seminary.

Justin Lawhead, MEd '92, associate dean, Office of Student Leadership and Involvement at the University of Memphis, is chair of the board of directors of the National Association for Campus Activities.

Yookyung Kim, MA '90, PhD '93, was promoted to associate professor in the Department of Health and Community Systems, University of Pittsburgh School of Nursing effective July 1, 2005.

Linda Frank, PhD '90, received the 2004 Distinguished Alumni Award. She is an assistant professor in the Graduate School of Public Health (GSPH), Department of Infectious Diseases and Microbiology; principal investigator/project director of PA/Mid-Atlantic AIDS Education and Training Center; and director of the Communicable Disease and Behavioral Health Master of Public Health track at GSPH.

Patricia Carr, PhD '89, president of Oakmont Consulting Group, offers insights on how managers can successfully lead culture change in an article in the August 2004 issue of *Training and Development Magazine*. She is an adjunct faculty member at Pitt's College of Business Administration.

Shemeca Crenshaw, MEd '89, EdD '04, an Irvis fellow, was appointed principal of Westinghouse High School in Pittsburgh. Previously, she was assistant principal in the North Allegheny School District.

Rong-Guey Ho, PhD '88, is the director of the Computer Center with the Department of Information and Computer Education at National Taiwan Normal University.

John George, MEd '87, PhD '91, accepted a position as assistant superintendent in the Warwick School District in Lancaster County, Pa. He is the former director of the Exceptional Children Services for the Lancaster-Lebanon Intermediate Unit #13.

Hi-Lian Jeng, MEd '87, PhD '92, is associate professor in the Graduate School of Technology and Vocational Education at National Taiwan University of Science and Technology.

Ann Woodsworth, PhD '87, is a learning systems advisor for the Brooklyn Public Library (BPL). She coordinates BPL's Learning in Libraries project, which expands after-school and summer programming for New York City youth.

Vincenne Revilla Beltran, PhD '84, professor of education and community services at Point Park University, has developed a multicultural education Web site project: Learning Early to Appreciate Diversity (www.children-lead.org). She directs several educational outreach programs for early childhood educators, including Project ECHO and Project Early Start.

Donna J. Micheaux, MEd '81, PhD '95, was selected as a fellow for the Broad Urban Superintendents Academy Class of 2005. The academy is a vigorous, 10-month executive management program designed to prepare the next generation of public school superintendents to serve in the nation's most disadvantaged urban school districts. She is currently a resident fellow for the Institute for Learning, Research, and Development at the University of Pittsburgh.

Samuel Gibson, PhD '80, started a second career by opening a rare bookstore, Gibson's Book Collection, in Ben Avon, Pa. After 16 years in campus ministry (mainly at Penn State and in Pittsburgh) and another 14 years in urban and community ministry, Sam spent the last 15 years placing American high school students in overseas homes for a semester abroad and finding homes for international students to attend high school for a year the United States.

Joseph R. Guiendon, PhD '78, is currently the superintendent of schools for the Department of Defense schools at Beaufort, S.C., Marine Corps Air Station; Fort Steward, Ga.; and Fort Jackson, S.C. He was formerly a principal in the Burgettstown School District, after serving as a superintendent at Fort Rucker, Ala.; Robins Air Force Base (AFB) in Georgia; and Maxwell AFB in Alabama.



’75 **Boyd Kowal, Ed RES ’75**, has retired from the U.S. Department of Agriculture.

’74 **John Desmone, MAT ’74**, is in his 31st year of teaching in the Baltimore County Public Schools. He has been a classroom teacher and creative drama specialist, assistant principal, and assistant to the deputy superintendent. Currently, he is the principal of Timonium Elementary School, which won a National No Child Left Behind Blue Ribbon School of Excellence Award in October 2003. He is also president of the Maryland Association of Elementary School Principals.

’73 **Maria Sutej McCool, BS ’73**, completed an MBA from the Katz Graduate School of Business in 1980. She has been a professional writer in the fields of public relations and corporate communications for more than 20 years and has also worked in government and higher education. Maria recently published her first children’s book, *Becoming George’s Brother* (Rose Cottage Press, 2004).

George DeSimone MEd ’73, assistant executive director for administrative services at the Allegheny Intermediate Unit (AIU), retired in June after 35 years in education. He has held the position since 1997 and has been an employee of the AIU since 1995. While an administrator, DeSimone was the chief negotiator in 31 collective bargaining agreements. He also spearheaded the development

of PA.Educator.net, an online database school districts use to fill staff openings. For 20 years he has been actively involved with Westmoreland County Community College, where he has served as a teacher, trustee, and board president. He was also the superintendent of record for the Steel Center Vocational Technical School.

Diane Wormsley, MEd ’73, PhD ’79, an associate professor in the Department of Graduate Studies in Vision Impairment at the Pennsylvania College of Optometry, was honored at the Association for Education and Rehabilitation of the Blind and Visually Impaired International Conference in Orlando, Fla. She received the Curriculum Development Award and another honor for outstanding contribution to literature for her latest book, *Braille Literacy: A Functional Approach* (AFB Press, 2003).

’72 **James John Kovalcin, MAT ’72**, has been teaching high school physics since graduating. He recently wrote a course on new physics for out-of-field teachers titled Honors Physics and published by *Teaching Point*, www.teachingpoint.org. For 32 years, he taught Lab Physics, Physics C Mechanics and Physics, C Electricity and Magnetism at Manalapan High School in Englishtown, N.J.

Catherine Powell, BS ’72, MA ’73, and Kathleen Huebner, MEd ’71, PhD ’80, faculty members in the Department of Graduate Studies in Vision Impairment at the Pennsylvania College of Optometry, were honored at the Association for Education and Rehabilitation of the Blind and Visually Impaired International Conference in Orlando, Fla. Huebner, associate dean and professor, received the Mary K. Bauman Award for her educational contributions to visually impaired and blind children.

’66 **James N. Donaldson, MEd ’66**, is senior vice president and regional manager for Hudson United Bank, Westport, Conn., office. He oversees wealth management services for Connecticut and New York and is the vice president of the Estate Planning Council of New York City.

’52 **Shirley Taper Shratter, BS ’52, MEd ’73**, was a teacher in the Pittsburgh Public Schools for 26 years.

’50 **Morris Shratter (BS ’50, MEd ’56)** produced, directed, and hosted a talk show on PCTV for the past 15 years called “More Than Just Learning.” In 1995, the program won the *Pittsburgh Post-Gazette* Citizens Award, and in 1998, the Jefferson Award. They have interviewed more than 75 individuals, including Dean Alan Lesgold, Jack Wagner, Cyril Wecht, and Tom Murphy. Morris qualified for the National Senior Games breast-stroke competition.

Current Students

Denise Edmonds, a PhD student in health and physical activity, was awarded a two-year minority fellowship from the National Institutes of Health. She will be working on the ESTHER Project with Dr. Aaron. Her research project is a qualitative study to examine differences in body image, perceptions of dieting, and weight loss practices in racial and sexual minority women.

Hiromichi Katayama received a World Bank’s scholarship, covering her tuition and providing a stipend.

Karen Kritzer, doctoral student in special education/deaf and hard of hearing, is this year’s recipient of the Oxford University Press/Journal of Deaf Studies and Deaf Education OUP/JDSDE student scholarship from the American Educational Research Organization Special Interest Group.

Karen Sadler was the moderator for the mental disability session at the 29th International Congress on Law and Mental Health, held in Paris at the Universite Rene Descartes and Sorbonne. The academy’s congresses are the leading international forum in the field of law and mental health.

IN Memoriam

Barbara Robinson Fitzpatrick, BA, ’77, died on May 31, 2001.

John G. “Jack” Clark, PhD ’78, died in June 2004. He retired as superintendent of the Elizabeth Forward School District, near Pittsburgh.

David “Sam” Sunderman, BUN ’52, died in August 2004. He taught mathematics in the Upper St. Clair School District near Pittsburgh and was a performer at several local theaters.

WHAT’S HAPPENING WITH YOU?

Here’s some information about me (position, graduate work, volunteer work, continuing education, publication, memberships, etc.) for the newsletter.

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Please complete and return to:
University of Pittsburgh, School of Education, 5N28 Wesley W. Posvar Hall, Pittsburgh, PA 15260
Phone: 412-624-2909 Fax: 412-648-1825 E-mail: kmckee@pitt.edu



Graduates Nosing Their Way Into the Future

Dean Alan Lesgold has made it a tradition each year to don a red clown's nose at the end of his speech at the graduation recognition ceremony to remind graduates not to take themselves too seriously. This year, the students in the Class of 2005 surprised the dean by wearing red noses of their own and blowing bubbles at the conclusion of his address to remind the faculty (and the dean) not to take themselves too seriously either! The 2005 graduation recognition ceremony was held at Fitzgerald Fieldhouse and was attended by more than 2,000 School of Education graduates and their families.



University of Pittsburgh

School of Education

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