

UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION

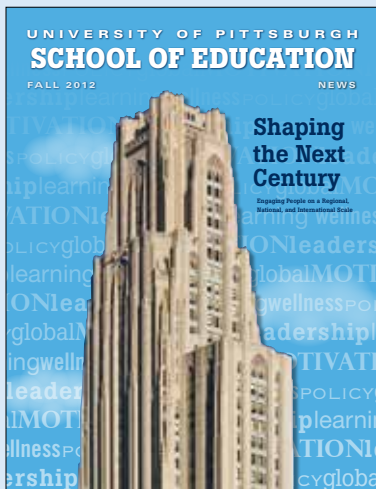
FALL 2012

NEWS

Shaping the Next Century

Engaging People on a Regional,
National, and International Scale





On the cover: For the front cover design, six words were selected that exemplify the school's ongoing goals. They are motivation, wellness, learning, global, policy, and leadership.

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From the Dean

Keeping Quality Up While Keeping Costs Low



Alan Lesgold

Like all of higher education, the University of Pittsburgh School of Education is challenged by the rapid pace of change in our society. Whether we are considering what research we should be supporting, what programs we should be offering, or who we should hope to recruit as students, we must continually attend to the changes taking place around us. As the school continues into its second century, here are just two of the ways in which we are responding to changes in the world of education.

First, there is the much more universal need for schooling. In the past, schools offered an education to all. For some who desired higher status or upward mobility, schooling worked—at least in part. When it failed, the failure often

was due to inadequacy in how specific concepts and skills were taught. Consequently, it made sense to focus a lot of our efforts in the School of Education on the effective teaching of each subject matter. We remain experts in that area.

However, the need for a strong education is widespread, and having a good education no longer provides as much certainty of having a good life. In some communities, there are many examples of people who worked hard in school but are jobless, either because of shifts in the global economy or because of other barriers to good jobs such as racial discrimination. Moreover, schooling competes in today's world with all kinds of distractions, both real and virtual. At the same time, the social cost is extremely high to communities with high numbers of students who fail to learn sufficiently in school.

Recent studies show that individuals with less than a high school education receive more over the course of a lifetime in direct payments from government than they contribute in taxes. And that doesn't even count indirect costs that arise when people without adequate income need health care or when people without job prospects resort to illegal activity. For individuals and society as a whole, the cost of not excelling in school is rising quickly—as are, unfortunately, the factors that dilute motivation.

As a result, there is a greater need for research and new practices aimed at ensuring that students remain engaged in school and persist in doing and completing hard assignments.

To address these needs, we in the Pitt School of Education have been recruiting new colleagues to help us do more about motivation, engagement, and persistence. Our recent motivation and engagement conference helped us focus on these areas, and now we have several great colleagues joining us who devote their work to motivation issues. Some of our colleagues have done work related to studying motivation for a while, including Tanner Wallace, assistant professor in the Department of Psychology in Education, and John Jakicic, professor and chair of the Department of Health and Physical Activity, who studies motivation to stay physically active. Shannon Wanless, assistant professor in the Department of Psychology in Education, joined our motivation talent pool last fall, and Ming-Te Wang arrived this September. We also are close to recruiting another more senior colleague who will work on both motivation and instructional technology, and the odds are good that our next Helen S. Faison Chair in Urban Education also will do work on motivation.

Another huge challenge that we are addressing is the cost of higher education. While economists can explain why higher education costs have risen faster even than health care costs, the fact remains that costs now exceed the capabilities of many families, and career and education decisions increasingly are made based upon personal wealth rather than motivation to be useful in a particular

career. For us, there also are challenges due to a shortage of teaching jobs in some specialties in Western Pennsylvania combined with programs in other parts of the state and nation offering free tuition and salary to attract new teachers. While job availability is temporary, cost issues will continue.

We have made a number of changes to our teacher preparation programming to deal with the cost issue. In the past, when the state added new requirements for teacher preparation, we added new courses. This past year, we redesigned our Master of Arts in Teaching program to bring it from the current level of 48–51 required credits back to 36 credits, which aligns with top schools of education nationally. This change reduced the cost of tuition by 25 percent and also reduced the number of months a student must be with us full time. At the same time, we added a number of new content components to ensure that every teacher we prepare is ready for the challenges of current schooling, including student diversity and special needs, as well as for the core aspects of teaching each subject area and encouraging a productive classroom environment.

We also are slowly moving from placements of small numbers of intern students in each of a large number of schools to the development of alliances with a smaller number of school districts. These districts can be education's equivalent of medicine's teaching hospitals. Falk Laboratory School has always had that status of being a "teaching school," but now it is joined by Pittsburgh Brashear High School. At Brashear, our students will be part of the Pittsburgh Public Schools' improvement efforts, will be mentored by a



select group of top teacher-coaches, and will even take one or two of their courses in the same building after Brashear students leave for the day. We, in turn, will provide some added professional development to the Brashear staff.

Our goal, overall, is to sustain the School of Education as a top provider of quality teacher preparation while also doing everything we can to control the total cost of a Pitt education. This will be a challenge but a challenge for which we are ready. Honoring this commitment will benefit the future generations of teachers seeking to learn and prepare at the Pitt School of Education over the next 100 years. ✨

Alan Lesgold, Professor and Dean

Conference Helps Students Prepare for Professional Presentations

Everyone involved with academia knows they will be conducting many presentations during their careers to further their credentials and education as well as share research with colleagues and peers. This is why the Council of Graduate Students in Education (CGSE) is hosting a semiannual conference to help students practice their presentation skills in a low-pressure setting.

Past demonstrations have included topics such as “Coteaching in Inclusive Secondary English Classrooms” and “What Kind of Tutoring Does the After-school Tutor Need?”

CGSE has been holding the conference annually for the past 17 years, but it was decided in 2011 that the event would be held twice a year. The fall 2012 conference took place on November 1, and the spring conference is scheduled for Thursday, March 14, 2013.

About four weeks before the conference, an individual or small group must submit a proposal for a paper, poster, or panel that will then be peer reviewed by members of the School of Education. In the past, participants have typically been doctoral students, but the conference also is open to students pursuing a master’s degree.

Throughout the morning and afternoon of the day of the event, those who sent a paper or wanted to be involved with a panel will present before a general audience of the school and board members. Each presentation lasts approximately 15 minutes, followed by a 5–10-minute question-and-answer session. Past demonstrations have included topics such as “Coteaching

in Inclusive Secondary English Classrooms,” “Supporting Preschoolers’ Growth in Self-regulation: The Role of Teacher Socialization and Classroom Management,” “Influence of Physical Activity as a Youth on Psychosocial Perceptions of Physical Activity as an Adult,” and “What Kind of Tutoring Does the After-school Tutor Need?”

Then, in the evening, a reception is held in the Colloquium Room in Wesley W. Posvar Hall at which hors d’oeuvres and wine are served and the posters, accompanied by the students who created them, are displayed around the room. Anyone who is interested in a particular topic can then approach the presenter in a casual setting.

CGSE members see the conference as an excellent opportunity to strengthen their presentation abilities for larger conferences as well as a forum to share information across various departments in the School of Education. Anyone interested in finding out more information or participating can e-mail the CGSE Conference Committee at cgseconference@gmail.com. ✨



Education Community Gathers to Discuss Learning Motivation and Engagement

As part of its centennial celebration, the University of Pittsburgh School of Education hosted a research conference in early 2011 titled *Designing for Motivated Learning*. The school designed the conference to reflect its interest in creating a better understanding of programs that help to develop, build, and sustain student motivation.

The conference brought together a diverse group of 11 nationally recognized scholars who shared their ideas and research with a broad audience of school alumni; Pitt faculty and students; members of the local philanthropic community; and school practitioners, including superintendents, principals, and teachers. The scholars, ranging from urban sociologists to learning scientists, presented topics such as ways to reform school systems, how identity develops, how motivation research can and cannot inform practice, the role of motivation in literacy acquisition, motivation in physical activity, and how schools need to better account for learners' interests both in and out of school. Question-and-answer sessions allowed presenters to respond to audience concerns.



As the conference unfolded, several presenters noted that although they believe that motivation is critical to development

and educational success, the national conversation focuses too often on learning, assessment, and accountability. Daniel Edelson of the National Geographic Society addressed this issue directly in his talk, titled "Design of Motivated Learning: Bridging the Cognition/Motivation Research Gap." He noted that although progress has been made in developing motivational theories over the last few decades, there hasn't been as much success in applying and testing motivation research in applied learning environments—whether they are in or out of the classroom. His hope is that the education community will place as much focus on understanding why and how people learn as it currently does on what they learn.

The School of Education has recognized the importance of motivation and engagement and has hired two new faculty members with backgrounds specific to

these areas. Shannon Wanless fills a need in the early childhood education field, bringing expertise in the area of self-regulation as well as cross-cultural work in an attempt to measure predictors of success. Ming-Te Wang's work represents a combination of strong qualitative methods developed through his field experience and observations, such as which components of the school environment best facilitate or undermine adolescent engagement.

It is clear from the conference and national trends that as learning becomes more voluntary, lifelong, and ubiquitous, educators require better ways to understand, characterize, and design for engaged learning. The hope is that both this conference and the focused interest in motivation brought by new faculty members joining current faculty will help to make the School of Education a national leader in motivation research in a variety of settings and in developing designs that better support the concept.

The conference presentations as well as question-and-answer sessions are available online and can serve as a resource for those who were unable to attend the conference. They are available at <http://tinyurl.com/4xnnepo>. ✨

The School of Education Celebrates a Century of Academia

“The slightest improvement either in the page or in the method of reading means a great service to the human race.”

— E.B. HUEY,
ONE OF THE SCHOOL OF
EDUCATION'S FOUNDERS



Attendees enjoyed dinner, which was followed by music and dancing.



More than 200 faculty, staff, alumni, and friends gathered to celebrate the School of Education's 100th anniversary at Carnegie Music Hall.

When the University of Pittsburgh School of Education was established on February 3, 1910, little did its founders know that during the next 100 years, their creation would result in tens of thousands of teachers, researchers, administrators, educators, and overall difference makers. To honor this 100th anniversary achievement, more than 200 School of Education staff, faculty, alumni, and friends gathered together in April 2011 at Carnegie Music Hall for the Centennial Celebration Gala. The event featured a cocktail reception on the balcony, followed by dinner and the year's alumni awards, and culminated

with music and dancing provided by 2011 doctoral graduate Jorge Delgado and his band, Bésame.

Following the reception, University of Pittsburgh Chancellor Mark A. Nordenberg made a few remarks, and then the school's dean, Alan Lesgold, gave a toast that echoed a sentiment similar to E.B. Huey's about making differences that have long-lasting effects: "We prepare those who will lead in child care; those who will manage the affairs of schools, school districts, universities, and colleges; and those who will help teach us all to lead healthier lives."

The School of Education typically honors the outstanding accomplishments of its alumni with recognition at the annual Alumni Awards Reception but in 2011 instead presented the awards at the gala. Criteria for these awards include professional achievement, commitment to the continued success of the School of Education and the University of Pittsburgh, and public service to the advancement of the education field. The awards include Distinguished Alumni, Early Career, Pre-K–12 Educator, Falk Laboratory School Outstanding Alumni, Student Leadership, and individual departmental alumni honors.

In celebration of the centennial, the school also provided two conferences in the months before and after the gala. The Council of Graduate Students in Education Student Conference was held in March 2011 and allowed students earning their doctorate or master's degree to practice presenting before members of the school and its board (more information can be found on page 4). Then, in May 2011,

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the school has evolved by
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Dean Alan Lesgold toasted to the school's future and expressed his wish that it would continue to "be the source of new generations of educators and educational scholars."

the Designing for Motivated Learning conference was held, at which a renowned and diverse set of scholars addressed ways to incorporate contemporary views of motivation and engagement into the design of learning and development (find out more on page 5).

The School of Education was proud to have support from the following local foundations and friends as it celebrated its centennial: the Buhl Foundation, the Grable Foundation, the Heinz Endowments, the Jewish Healthcare Foundation, the Richard King Mellon Foundation, Kathryn and Michael Bryson, Sharon and Alan Lesgold, and Cynthia and Paul Liefeld.

Over the past 100 years, the school has evolved by exploring innovation in education, pioneering new programs, and continuing to prepare the region's educational leaders. As of 2012, *U.S. News & World Report* placed the School of Education at 24th in the United States in its best graduate schools in education rankings, meaning the school appears to be well poised to continue its legacy of excellence.

One of Dean Lesgold's quotes summed up the evening while looking toward the future: "As we begin our second century, I offer the following toast to our school:

may it prosper as a source of good to our society. May it be the source of strong ideas anchored in observed evidence. May it be the source of new generations of educators and education scholars. And, most important, may we who have inherited so much rise to the challenge of building its next century." ✨

School of Education Centennial Student Resource Fund

In conjunction with the 100th anniversary of the School of Education, its members are pleased to announce the creation of the Centennial Student Resource Fund. Instead of buying favors for the gala, the school decided to contribute the funds to this new student resource.

The fund will provide educational support to students who are pursuing a professional degree in education, have an outstanding academic record, and have exhibited dedication to advancing public education. Contributions will help to support future educators and improve education in Western Pennsylvania and throughout the nation. If you are interested in donating, contact the school's director of constituent relations, Michael Haas, at **412-648-1789** or by e-mail at **mbh26@pitt.edu**. If you would prefer to make an online contribution, please visit **<https://secure.giveto.pitt.edu/SOECentennialSRFund>**.

The Falk School: Experimental Education in a Compassionate Learning Environment

Relationships can come and go throughout a lifetime, but at the Falk Laboratory School, they are an integral part of the unique learning environment. The concept is immediately grasped when you walk through the doors of this exclusive K–8 institution. The Falk School’s director, Wendell McConnaha, explains: “I am at the point in my life where I cannot remember what I had for breakfast, but I do know every kid’s name.”

This rapport between teachers and students is a vital part of the Falk School’s educational structure. These relationships allow the educator to gain authentic understanding of each student’s individual learning needs. The understanding is fostered through a distinctive structure known as looping, the practice of placing the same group of students with a specific teacher for more than one year.

According to Greg Wittig, a seventh- and eighth-grade English teacher and 20-year veteran of the institution, the sequence is a great benefit for enhancing the teacher-student relationship. He elaborates, “I know my students, I know their strengths and weaknesses, and I know what makes them tick.”

While prominent education advocates have challenged the looping concept on the basis that a student might get stuck with a bad teacher for a longer period of time, McConnaha feels that the solution to that problem is simple: Hire teachers with good relational skills. McConnaha adds that during his seven years at the Falk School, he has never had to fire a teacher for not being an expert in his or her subject area but has had to let staff members go for lacking empathy.

The relational emphasis may be rare in other educational institutions, but the element is just one of many that portray the essence of the school. Leon Falk Jr. and Marjorie Falk Levy established the school in 1931 in honor of their mother, Fanny Edel Falk. The family promoted experimental learning styles, and the Falk School encompassed the progressive teaching methods of its time. Throughout its 80-year history, School of Education students have observed and studied Falk’s innovative methods of instruction. Internships based at Falk have helped guide many University of Pittsburgh students into the teaching profession.

Today, the educational spirit of the Falk family is evident throughout the building. The Falk School’s experimental learning style includes 20 educational research projects that are conducted throughout the school. These projects include curriculum development as well as a demonstration site for best practices. The school also assists with teacher preparation for Pitt students, and every classroom hosts an intern from the School of Education.

The Falk School also recently underwent a building renovation. The expansion increased the student population to approximately 400 and allowed for multiple options in art, music, and physical education. In addition, accessibility for people with disabilities was incorporated into the green design of the building. The new structure has strengthened the Falk School and solidified the institution as a prominent part of the University of Pittsburgh campus for many years to come. ✨



This rapport between teachers and students is a vital part of the Falk School's educational structure.



Department Chairs Discuss Future Directions

The Future of Our Educational Environment

By **Mary Margaret Kerr**, chair, Department of Administrative and Policy Studies



Mary Margaret Kerr

What do the environment, instructional technology, and students in the University of Pittsburgh School of Education's Department of Administrative and Policy Studies (ADMPS) have in common? The future.

Over the coming decades, ADMPS students and faculty will protect the environment by telecommuting to classes from sites around the globe. Using the latest instructional technology for videoconferences and webinars, our faculty will join guest lecturers in Indonesia, China, Australia, and the United States to share valuable

knowledge; to debate contemporary issues of practice, pedagogy, and leadership; and to save not only their time but also our shared Earth. After all, reducing our carbon footprint is one of the benefits of new instructional technologies, which allow students and instructors to connect despite challenges like different time zones, traffic, or Pittsburgh's winter storms.

To launch this new future, the department's faculty members have been busy learning the latest tools at the University's Center for Instructional Development & Distance Education, or CIDDE, as it's known on campus. A morning faculty workshop at CIDDE in November 2011 led to new course modules taught online and through Web conferencing. CIDDE staff make "house calls" to train faculty members in the latest online educational tools, including taping lectures in a professor's office that can be broadcast anywhere in the world.

Students are getting in on the technology act, too. Gone are the long waits to register for courses now that students can enroll online 24/7. Gone are the index cards and spiral notebooks. Laptops, electronic readers, and cell phones have become tools of the classroom, as students type their notes, read texts on a device, view film clips as part of their classwork, collaborate on joint projects, or text responses to faculty-led discussions for

display on what were chalkboards only a decade ago. Handing in papers will soon be a practice of the past, as students will submit assignments through their computers and onto course Web sites. Instructors will submit feedback, post grades, and return graded work through the same portal. Reducing our reliance on photocopying and printing not only saves trees but also saves our students and instructors time and money.

Our classrooms are changing as well. SMART Boards have replaced chalk and erasers, while high-definition monitors are used in place of bulletin boards. Swivel chairs and movable tables have replaced desks and podiums. Earlier this year, a Wesley W. Posvar Hall classroom became a movie theater when first-year ADMPS doctoral students wrote, directed, and produced their own film in class.

Commuting also has a new meaning. Students can avoid traffic altogether when they telecommute to virtual classrooms through online and distance learning. Off-campus learning sites have expanded, as we instruct via satellite locations closer to students' work and homes. Executive format programs offer students the experience of working within a cohort on weekends, in consolidated weeklong summer "institutes," in Pitt's Joseph M. Katz Graduate School of Business, and in internships in other

higher education institutions—both here and abroad. For example, this past summer, we prepared future principals at the Allegheny Intermediate Unit and invited superintendents from all over Western Pennsylvania into our classrooms for an intensive one-week course.

What do the next 100 years hold for the Department of Administrative and Policy Studies? We can't be sure. But one thing is certain: Students will have more opportunities to enjoy learning around the planet they're protecting. ✨

The Impact of Technology on Health and Physical Activity in the Next 100 Years

By **John Jakicic**, chair,
Department of Health and
Physical Activity



John Jakicic

The Department of Health and Physical Activity (HPA) is rooted in physical education and exercise physiology. During the past 100 years, HPA initially focused on teaching sport and movement skills and evolved into studying human physiology to improve work and athletic performance. However, during the last two decades, our work within the field has evolved to study the effect of an active lifestyle on many health-related outcomes, such as cardiovascular disease, diabetes, cancer, and obesity.

HPA faculty are researching these areas of study at the national level as well as attempting to promote the adoption and maintenance of physical activity within the context of a healthy lifestyle. In recent years, this work has been a driving force of the program and has provided the foundation for both undergraduate and graduate student training at the University of Pittsburgh, positioning the department as a prominent national program. These efforts also have been translated into outreach efforts within the greater Pittsburgh region to improve the health of our community.

As we look to the next 100 years, faculty and staff in HPA are positioning the department to build on its strong foundation and become a leading entity in the next generation of study, examining how a healthy lifestyle that includes physical activity can have a beneficial influence. The faculty's involvement in both the development and application of health-related technology is helping to advance these studies and elevating the academic and research mission of the department.

For example, imaging technologies are used to understand how lifestyle behaviors that include physical activity influence brain function during the growth and development periods in children and how these patterns influence retention of brain and cognitive functioning in older adults.

Our department also is using imaging technologies to understand how physical activity improves human anatomy and physiological processes, such as the structure and function of the cardiovascular system. Wearable technologies also are being successfully used to facilitate health behavior change.

As HPA engages in interdisciplinary and multidisciplinary collaborations to conduct basic and applied research, these efforts will become the foundation for training future professionals. ✨

Leading Educational Reform Into the Future

By **Mary Kay Stein**, chair,
Department of Learning
Sciences and Policy

The Learning Sciences and Policy (LSAP) program trains researchers across three key areas: education policy, teaching and learning in the content areas, and the learning sciences. Our goal is to produce the nation's first generation of learning policy scholars—individuals who can both study and lead educational reform in new and meaningful directions. LSAP admitted its first cohort of students in the fall of 2008, and these students will graduate in spring 2013.

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Department Chairs Discuss Future Directions

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Mary Kay Stein

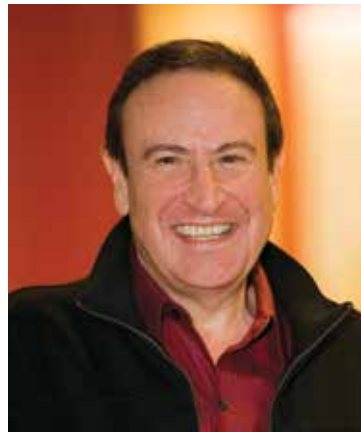
Our mission is to construct knowledge and advance ideas that lie at the intersection of learning and policy, including the application of new theoretical understandings about the active, social, and subject matter-specific nature of learning to the study of policy, organizational change, professional development, leadership, and assessment and accountability systems. Our students are positioning themselves, via the program, to become sophisticated knowledge creators not only through their exposure to up-to-date course work but also through ongoing apprenticeships with active researchers who possess major grants in their fields of expertise. These students, in turn, are then expected to produce dissertations that move the field of learning policy forward.

Our hope for the next 100 years is that learning policy becomes a fully recognized field of study and that the first cohorts of our students are routinely identified as its founders. We hope that our students—and students of our students—produce practical theories that connect what

we know about learning to an improved understanding of educational policies and the structures and processes of education systems at all levels, from preschool to adult learning. ✨

A Departmental Reflection on a Possible Next 100 Years

By **Richard Donato**, chair, Department of Instruction and Learning



Richard Donato

As the School of Education continues into its second century of existence, I have been asked to speculate on the future of the Department of Instruction and Learning. The many critical thinkers in the department are using their vision—informed by their reflections on current departmental initiatives—to offer what might be the case over the next 100 years.

Teacher Education

Jennifer Cartier, the director of teacher education, points out that, in the future, our school will most likely continue to design robust contexts for teacher learning. These contexts will involve technological tools that simulate learning environments, allow student teachers to enact complex practices in low-risk settings, and provide for well-structured learning experiences deliverable to large numbers of students in efficient ways.

Margaret Smith concludes that we will continue to build on faculty research on teaching and learning as well as to more directly address the linkage of research and teaching than we have in the past 100 years. Smith envisions a teacher education program that will be informed centrally and consistently by the cutting-edge research of the department's faculty. Research findings will be the basis of our work with teachers and, in some cases, the impetus for new research for faculty and students.

Christopher Lemons highlights the department's current efforts to ensure that all graduates are adequately prepared to meet the academic and behavioral needs of students with learning disabilities. Current program development efforts are under way to provide dual certification in special education and an academic area to students preparing to teach grades seven to 12. Based on this, Lemons envisions a future that supports holistic teacher preparation—an approach that will serve as a model for other programs across the nation. Echoing Smith's vision of the research-practice link,

Lemons foresees more collaboration with local school districts and research within the community that, we hope, will lead to initiatives that can improve the lives of all children.

Douglas Kostewicz sees a future in which we can more efficiently integrate research findings and advances in teacher preparation into the structure of our programs. In this future, Kostewicz envisions teacher education programs that will be able to adjust and adapt flexibly and quickly to state-of-the-art advances in research and practice.

The next 100 years will expand our view of teacher preparation to include global and international perspectives. As our classrooms become more culturally and linguistically diverse, teachers will need to be prepared academically and emotionally to operate across cultures and languages. It might not be far-fetched to imagine that study abroad for preservice and in-service teachers will be commonplace in the next 100 years. Teacher candidates will observe and participate in schooling in diverse cultures and countries to prepare for the diversity they will encounter at home and in their own classrooms.

Doctoral Education

For the next 100 years, my hope is that doctoral education will look quite different from its current form. I believe that we are moving in this direction, but more work on the structure and culture of doctoral study needs to be done.

In a possible future of doctoral education, cohorts of students will work together and across areas of interest, searching for common ground and for concepts that unite their research interests. We will revisit the effectiveness of merely proliferating courses and the accumulation of credit hours in doctoral programs and replace this practice with more authentic learning experiences in which faculty and a small number of doctoral students work as colleagues on research that deals with real issues, problems, and data. Clusters of students will be able to propose new seminars based on their own needs and interests, faculty will be responsive to these needs, and university administrators will provide support for these emergent configurations.

As the Carnegie Initiative on the Doctorate has pointed out, every aspect of education has undergone at least some reform over the past several years—except for a majority of doctoral programs. This report goes on to state, “doctoral education is, by its nature, in the business of asking hard questions, pushing frontiers, and solving problems, [and some] doctoral programs have made the decision to not just sit there.” The current discussions of doctoral programs at the school level will realize a future for doctoral study that will be revitalized, restructured, and reenvisioned around the formation of an intellectual community of doctoral students and faculty who push frontiers in tangible ways, learn together, and break new ground. ✨

Maintaining Fundamentals While Advancing New Programs of Study

By **Carl Johnson**, chair,
Department of Psychology
in Education



Carl Johnson

As the School of Education progresses into its second century, it's important to reflect on the significant changes within the Department of Psychology in Education. What were once considered traditional programs, such as school psychology, counseling psychology, and educational psychology, have been phased out so that the department can focus exclusively on two programs: research methodology and applied developmental psychology (ADP).

Research Methodology

The program in research methodology continues to ensure that the School

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Department Chairs Discuss Future Directions

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of Education maintains a leading edge in research design, measurement, and statistics.

The U.S. Department of Education Race to the Top initiative calls for assessments to measure complex problem-solving skills using advances in both measurement and technology. Faculty in research methodology contribute to these advances in measurement with research interests in performance assessments, technical and validity issues in large-scale assessments, and measurement modeling. Additionally, they use sophisticated statistical techniques, such as propensity scoring, hierarchical modeling, and structural equation modeling, to study significant policy issues in education and other related fields. Students have the opportunity to work with faculty on important measurement, statistical, evaluation, and policy research projects.

Applied Developmental Psychology

The program in applied developmental psychology (ADP) is both old and new. As the school began its second century of existence, it emerged out of a union of two traditional programs: a doctoral research program in developmental psychology and a professional program in child development and child care. The new program more fully integrates research and practice with an expanded mission.

ADP highlights the principle that education/learning must be understood with respect to the whole developing person (social/emotional/intellectual) who is nurtured both inside and outside school. The department has placed a new emphasis on motivation and engagement and has added several new faculty members to assist with this focus. The goal is to apply this developmental understanding, bringing together agencies in partnership to support positive learning and development with evidence-based programs, practices, and policies.

The ADP program has flourished over the past decade. Eight new full-time faculty members have joined the department, and the program has a close working relationship with the school's Office of Child Development. As a nationally recognized leader in building community partnerships in applied developmental work, this office serves to link our academic program with the real world of practice.

The ADP program currently has robust baccalaureate, master's, and doctoral degree programs offering many different concentrations of study. For example, a new undergraduate program integrates knowledge of development with teacher preparation at the graduate level, leading to dual certification in pre-K–4 and special education. A part-time undergraduate program enables child care practitioners to obtain a degree while making use of their learning in their practice. Master's-level students have new opportunities to concentrate in school-based behavioral



health (promoting behavioral health in schools) or child and youth work, among other options. At the doctoral level, students are invited to work with leaders in the emerging field of applied developmental science.

Development classically includes both continuity and change. The Department of Psychology in Education continues to offer the core fundamentals of research methodology and developmental psychology but with progressive curricula that has catapulted these programs to a level of leadership in the school's second century. ✨

2010–11 Awards, Grants, and Research Highlights

The University of Pittsburgh School of Education has placed 24th in the 2013 *U.S. News & World Report* best graduate schools in education rankings. This ranking is higher than that of Pitt competitors such as Pennsylvania State University, Syracuse University, Temple University, and Lehigh University. The strength of the School of Education is a cumulative effect of faculty and staff members who attract and serve top-tier students. The faculty has acquired more than \$15 million in funding from sources including the National Institutes of Health, the National Writing Project, the University of Maryland, Duke University, Carnegie Mellon University, the Grable Foundation, the Heinz Endowments, the Buhl Foundation, the YMCA of Greater Pittsburgh, the Pittsburgh Public Schools, Propel Schools, and Amachi Pittsburgh.

Faculty research is a hallmark of the School of Education, and evidence of the great work accomplished over the past year can be found in many well-known journals. Below is a summary of the crucial areas in which School of Education research was conducted and the publications in which game-changing research results have been published.

Enabling Factors Education

A key area of focus for faculty is ensuring that children are ready to learn. Topics of research included analysis of children's

college-bound identity, children's literature around the world, economic stress and social support factors related to maternal depression, educational attainment by race and gender, independent living skills, mental health and substance abuse patterns of youths involved in the juvenile justice system, portrayals of grandparents in picture books, professional development and certification for youth care practitioners, risks of preterm births, and supporting the transition to adulthood. Related research was published in the *American Journal of Orthopsychiatry*, *Childhood Education*, *Children and Youth Services Review*, *Dimensions of Early Childhood*, the *Journal of Children and Poverty*, the *Journal of Child and Youth Care Work*, the *Journal of Early Childhood Teacher Education*, the *Journal of Research in Childhood Education*, *Paediatric and Perinatal Epidemiology*, *Relational Child & Youth Care Practice*, *Social Work Research*, and *Training and Development in Human Services*.

International Education

The School of Education has a long history of working internationally within education, and projects completed recently include working in Indonesian universities and schools to develop an international lab school network with the Consortium of Indonesian Universities, examining educational expenditures

for households in urban Bangladesh, school incentives in Jordan and Tunisia, employment of university graduates in Lebanon, gender gaps in Muslim countries, educational attainment in Muslim countries contemplating war, education reform in Mongolia and Uzbekistan, schooling factors in South Asia, and teaching practices among Chinese and U.S. institutions of higher education. Related research was published in journals such as *Current Issues in Comparative Education*, *Economics of Education Review*, *Education Economics*, *Excellence in Higher Education*, *Frontiers of Education in China*, *Journal of Development Studies*, *Prospects*, *Review of Middle East Economics and Finance*, *South Asia Economic Journal*, and *Viewpoints*.

Language, Literacy, and Culture

Faculty research was published in journals including *The Elementary School Journal*, the *Journal of Early Intervention*, the *Electronic Journal of Literacy through Science*, *Group Processes & Intergroup Relations*, the *Journal of Adolescent & Adult Literacy*, the *Journal of Educational Psychology*, and *Literacy Research and Instruction*.

Learning Sciences and Policy

Members of the school's faculty focused their efforts on research in education

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2010–11 Awards, Grants, and Research Highlights

(continued from page 15)

(and related arenas) that clarifies how to create effective learning opportunities for elementary, secondary, and post-secondary students as well as for preschool children and adults. Topics this past year featured analysis of casual friendships among White and Black first-year college students, learning language through inquiry-based discussion, literature circles for discussion of multicultural and political texts, language and reading outcomes in Eastern European orphanages, orthography and alphabetical coding in learning to read Chinese, professional development for reading coaches, student comprehension in text-based discussions, student concentration on important science content, student use of academic language in Spanish, and the practice of writing a dissertation literature review.

Research in the area of learning sciences and policy was published in a number of journals, including the *American Educational Research Journal*, *The Elementary School Journal*, and *Studies in Art Education*. Topics included approaching art education as ecology, quality of writing tasks, the role of shifting institutional logics in kindergarten education, and the role of museums in education.

Measurement, Assessment, and Evaluation

Measurement, assessment, and evaluation are embedded in almost everything done at the school. Research topics this year included computer adaptive testing of addiction, graded response models using Bayesian methods, graph and table use in special education, performance



assessment for students with visual impairment, reading interventions for students with learning disabilities, testing and subscale scores for diagnostic procedures, and validity in evaluation. Faculty research was published in various journals, including *Addiction*; *AIDS and Behavior*; *Applied Measurement in Education*; *The Behavior Analyst Today*; the *Journal of Clinical Trials*; *Evaluation & Research in Education*; *Evaluation: The International Journal of Theory, Research and Practice*; the *Journal of Educational Measurement*; the *Journal of Precision Teaching and Celeration*; and the *Journal of Visual Impairment & Blindness*.

Obesity Prevention, Intervention, and Physical Activity

At the forefront of research on obesity, physical activity, and nutrition, faculty covered physical activity- and nutrition-based prevention and intervention related

to diabetes and obesity, ratings of perceived exertion, strength and conditioning, and children's programming. Examples of journals in which faculty were published include the *American Journal of Orthopsychiatry*, *Biochemical and Biophysical Research Communications*, the *Journal of Clinical Trials*, *Diabetologia*, *Digestive Diseases and Sciences*, the *International Journal of Exercise Science*, the *Journal of Clinical Oncology*, *Medicine & Science in Sports & Exercise*, *Obesity*, *Oncology Metabolism: Clinical and Experimental*, *Paediatric and Perinatal Epidemiology*, *Perceptual & Motor Skills*, *Physical Therapy Reviews*, *Prehospital Emergency Care*, and *Prostate Cancer and Prostatic Diseases*.

Teaching, Teacher Education, and Curriculum Development

In relation to the continued advancement of teaching and teacher education, faculty research topics included active learning of academic content, time-out procedures in classrooms, critiquing academic disciplines, globalization in international education programs for adolescents, social economics in secondary business and economics textbooks, and the role of the arts in the school reform process. Related research was published in numerous journals, including the *Cambridge Journal of Education*, *The International Journal on Mathematics Education*, the *Journal of Research in International Education*, and *The Journal of Social Studies Research*. Research also was published in *The Routledge International Handbook of Creative Learning*.✶

School of Education Awarded Millions to Support Special Education Programs

Within a period of four months in early 2012, three faculty members in special education received more than \$4.3 million in funding for multiple projects from the U.S. Department of Education. This is in addition to \$4.4 million in yearly funding from the Pennsylvania Alternate System of Assessment. All of these projects are aimed at improving the lives of children receiving special education services.

One of **Christopher Lemons'** grants targets redesigning the current special education program to develop teachers

with a secondary content area focus. His other grant is concentrated on enhancing reading education for children with Down syndrome.

Louise Kaczmarek's funding is to train early interventionists and early childhood special educators to work with children with autism under the age of five years. The final grant was obtained by **Naomi Zigmond** to prepare five doctoral students to move into faculty positions and serve as special education researchers, trainers of special education teachers, and leaders in the field. ✨



Louise Kaczmarek



Christopher Lemons



Naomi Zigmond



Student Updates

Christell Boyd-Abner was selected for a 2012 Woodrow Wilson-Rockefeller Brothers Fund (WW-RBF) Fellowship for Aspiring Teachers of Color. Along with 24 other WW-RBF fellows, Boyd-Abner will receive a \$30,000 stipend to complete a master's degree in education, preparation to teach in a high-need public school, support throughout a three-year teaching commitment, and guidance toward teaching certification. Each fellow was nominated by one of the program's 48 nominating institutions and 29 graduate education programs. Boyd-Abner is a first-generation college student and recently graduated from Pitt with a degree in psychology. She's also a mentor in her hometown of Philadelphia, Pa., with WeDoBigThings, a nonprofit organization whose mission is to increase the urban population in postsecondary institutions, as well as a member of the Reaching Inside Your Soul for Excellence (RISE) mentoring program at Pitt and Psi Chi, the International Honor Society in Psychology.

Joshua Childs was selected as a Barbara L. Jackson scholar by the University Council for Educational Administration. This two-year program provides formal networking, mentoring, and professional development for graduate students of color who intend to become professors of educational leadership. Childs currently is a doctoral student in the Department of Learning Sciences and Policy. While working on his master's degree, he worked for the

Colorado Education Association as an intern lobbyist and for the Academic Excellence Program at the University of Colorado Boulder. His research interests are in district, state, and federal education policies and how each one of these levels implements education policies to affect student outcomes.

Doctoral student **Zahid Kisa** was selected to participate in the Educational Testing Service (ETS) Summer Internship Program in Research for Graduate Students. Interns work under the guidance of senior ETS members in such research areas as educational measurement and psychometrics, teaching and classroom research, statistics, and international large-scale assessments. Kisa worked in the Research & Development Division on a research project examining mathematics professional development using the Teacher Knowledge Assessment System.

Andrew Leopold recently was promoted to superintendent of the Hempfield Area School District. Leopold currently is working on his dissertation for his doctorate. He earned his bachelor's degree at Indiana University of Pennsylvania and his master's degree at Duquesne University. After college, he taught at Indiana Area Senior High School and then at Gateway Middle School, where he eventually became principal. He then became assistant superintendent for secondary education

at Hempfield Area before being named superintendent by its school board.

Noelle Newhams was awarded a TruFit Good Citizen Scholarship for \$7,500 from Citizens Financial Group (CFG). This is the first year that CFG has offered the scholarship, which is given to high school seniors and current college students whose volunteer efforts have made a difference in their communities. Newhams, who earned her Bachelor of Science degree in 2012, studied applied developmental psychology at the School of Education. Her award-winning essay discussed influences in her life that contributed to her desire to enter the fields of psychology, community involvement, and public service and why the scholarship would be helpful in her education.

Jimmy Scherrer, a graduate student in the Department of Learning Sciences and Policy, was selected to participate in the American Educational Research Association (AERA)'s Institute on Statistical Analysis for Education Policy on Mathematics Education and Equity. The event occurred May 16–18 in Washington, D.C. According to the AERA Web site, "the Institute's goal is to build the capacity of the U.S. education research community to use large-scale national and international data sets such as those from the National Center for Education Statistics (NCES), NSF [National Science Foundation], and other federal agencies for basic, policy, and applied research."

Christian Schunn, professor of psychology and senior scientist at the Learning Research and Development Center, and doctoral student **Sam Abramovich**, in collaboration with Carnegie Mellon University's Robotics Academy, were winners in a competition held during the John D. and Catherine T. MacArthur Foundation's fourth Digital Media and Learning Conference. Winners were selected from a highly competitive pool of 91 finalists. This year's competition theme, Badges for Lifelong Learning, aimed to link designers, entrepreneurs, technologists, and educators with leading business and industry organizations to build digital badge systems and explore the ways badges can be used to help people learn; demonstrate skills and knowledge; and unlock job, educational, and civic opportunities. The contest is held in collaboration with the Mozilla Foundation and administered by the Humanities, Arts, Science, and Technology Advanced Collaboratory. Schunn and Abramovich's winning project, the Computer Science Student Network Badge System, uses badges to visually document progress in establishing concrete curricular trajectories from introductory-level tutorials to industry-recognized certifications.

Miray Tekkumru Kisa was selected to participate in the RAND Corporation Summer Associate Program, a competitive internship awarded to a small number of PhD students from across the United States. During the summer, she worked at RAND's Pittsburgh location on a research project

evaluating summer learning programs in six school districts throughout the United States. Also, Tekkumru Kisa's dissertation recently was identified as one of 49 finalists (among 400 candidates) for the National Academy of Education/Spencer Dissertation Fellowship. The fellowship program aims to identify the most talented researchers

conducting dissertation research related to education.

Doctoral student **Elaine Wang** received the National Council of Teachers of English Cultural Diversity Grant for first-time presenters at its annual convention in November 2011. ✨

Endowment Established in Memory of Student

An endowment has been established in memory of **Tyrene Livingston**, who was pursuing a master's degree at the School of Education when she died on October 26, 2007. The endowment was made possible by a \$10,000 gift from the Tyrene Livingston Memorial Scholarship Fund.

Livingston, who had earned a BA in sociology at Pitt, was committed to her community and promoted the importance of education among the kids at her church summer camp; peers at Pitt; and students at McKeesport Area High School, where she interned. Through her outgoing personality, Livingston exemplified leadership, initiative, and service, and she



Tyrene Livingston

was greatly loved and respected by her family, friends, teachers, and students. The endowment, officially titled the Tyrene Livingston Memorial Student Resource Fund, was presented to Michael Haas, director of constituent relations, during a luncheon in September 2011. Grants from the fund will be awarded to qualified students who are planning on becoming teachers and can be used for books, lab fees, travel, or other educational expenses. Questions about the fund should be directed to Haas at 412-648-1789 or mbh26@pitt.edu. ✨

Faculty Promotions

Heather Bachman, has been promoted to associate professor with tenure in the Department of Psychology in Education. Her current research is focused on community centers' preschools that support school readiness, and Bachman has submitted a grant application to extend this work to public pre-K classrooms. Bachman also is working with colleagues at Boston College to examine how maternal partnership instability in low-income families affects children's behavior. Her findings have been published in peer-reviewed journals, including *Journal of Abnormal Child Psychology*, *Child Development*, and *Applied Developmental Science*. At her home in Squirrel Hill, she finds pleasure in cooking produce from community-supported agriculture, which is a way to buy organic food directly from farmers. ✨



Heather Bachman

Linda Kucan was promoted to associate professor with tenure in the Department of Instruction and Learning. In 2005, she joined the faculty as an assistant professor, and she became program coordinator for the school's reading education program in 2009. Kucan has published more than 20 book chapters and peer-reviewed articles in journals such as *Teachers College Record*, *The Elementary School Journal*, and *Teaching and Teacher Education*. Her research focuses on teacher education for comprehension and vocabulary instruction. She coauthored two books about vocabulary with Isabel Beck and Margaret McKeown and coedited two volumes of conference presentations, one with McKeown in honor of Beck and another with Mary Kay Stein in honor of Gaea Leinhardt. Kucan lives in Point Breeze and enjoys spending time with members of her family, many of whom live in Weirton, W.Va. She enjoys listening to Bob Dylan and Bruce Springsteen, who "still have something to say after all these years." ✨



Linda Kucan

New Faculty

Shannon B. Wanless has joined the Department of Psychology in Education as an assistant professor. She graduated from Oregon State University in 2008 with a PhD in human development and family sciences. Wanless is focused on improving children's early education through cross-cultural research to examine the most effective ways to measure and influence predictors of social and academic success. In 2007, she received a Fulbright research award to live in Taiwan for a year and collect data on young students. Her work has been published in journals such as *Psychological Assessment*, *Early Education and Development*, and *Infants & Young Children*. She's currently working on understanding how to measure and support teachers' adherence to learning intervention practices. Wanless lives in Shadyside with her husband, Berry, and two children: 5-year-old daughter Maryella and 3-year-old son Charlie. In her spare time, she enjoys hiking and having Taiwan-influenced tea parties with her children. ✨



Shannon B. Wanless

Sean Kelly has joined the Department of Administrative and Policy Studies as an assistant professor and brings with him a background focused on the social organization of schools, student engagement, and teacher effectiveness. He received both his PhD and MS degrees in sociology from the University of Wisconsin–Madison. Kelly will be teaching courses at Pitt in organizational theory, leadership, the sociology of education, and both introductory and advanced statistics for the social sciences. He was the editor of the 2011 book *Assessing Teacher Quality: Understanding Teacher Effects on Instruction and Achievement* (available from Teachers College Press), and his research has appeared in the *American Educational Research Journal*, *Educational Researcher*, *Teachers College Record*, *Sociology of Education*, and *Social Science Research*. Kelly is an avid cross-country skier and looks forward to exploring the terrain of Western Pennsylvania this winter. ✨



Sean Kelly

Thomas Akiva has joined the Applied Developmental Psychology program at Pitt as an assistant professor. His research focuses on psychological experiences that youths have in organized activities during out-of-school time, such as after-school programs and community-based organizations. Akiva studies the topic from a motivation perspective, investigating instructional practices, thought processes, decisions made during learning, and the developmental and educational consequences of participation. He earned multiple degrees at the University of Michigan: a PhD in education and psychology, an MS in psychology, and an MA in educational studies. He is a former middle and high school teacher as well as a former director of a teen summer camp, where his interest in education emerged. ✨



Thomas Akiva

Linda DeAngelo has joined the School of Education Department of Administrative and Policy Studies as an assistant professor and will be teaching Student, Campus, and Society. DeAngelo's research areas include diversity issues; student learning and change in diverse environments; the differential effect of institutions on students; pipeline and educational transitions; outcomes for first-generation, low-income, and underrepresented students; and interaction and conditional effects. She earned both her Doctor of Philosophy in education and Master of Arts at the University of California, Los Angeles, CLA Graduate School of Education and Information Studies. Her work has been published in *Research in Higher Education*, the *Journal of College Student Development*, *Academe*, and *Liberal Education*. She lives in Squirrel Hill with her husband, Steve Bennett, and four cats. ✨



Linda DeAngelo

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New Faculty

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Ming-Te Wang has joined the University as an assistant professor in the Department of Psychology in Education, bringing with him research that emphasizes the interplay of developmental processes among adolescents—whether they are academic, career, social, emotional, or behavioral—and based on family, school, and community contexts. He received his doctorate in developmental psychology from Harvard University. Wang's work has been published in a range of leading psychology and education journals, including *Child Development*, *Developmental Psychology*, *Psychological Science*, the *Journal of Research on Adolescence*, and the *American Educational Research Journal*. His work has been sponsored by the National Science Foundation, National Institutes of Health, and Spencer Foundation. Prior to entering graduate school, he was a school counselor in a rural middle school. In Wang's free time, he enjoys jogging, mountain climbing, and playing with his 3-year-old daughter. ✨



Ming-Te Wang

Noreen Garman Honored with Beckman Award for Inspiring Students



Noreen Garman

Noreen Garman, a senior research fellow and program coordinator in the School of Education's Department of Administrative and Policy Studies, received the Beckman Award in November 2012. The Elizabeth Hurlock Beckman Award Trust gives the award to teachers who have inspired former students to make a difference in their communities.

Garman inspired **Kakenya Ntaiya** to attend the School of Education for her doctorate and then encouraged her while she raised funds for a girls' school in a part of Kenya where they previously weren't allowed to receive schooling. Ntaiya has received quite a bit of recognition for her work over the past few years, including being featured in a documentary filmed by the BBC.

Ntaiya wrote the following in her nomination of Garman: "When I began my academic program at the University of Pittsburgh, I came with a vision of building a girls' school in my home community in Kenya. I did not know how I was going to accomplish this dream while pursuing my studies, but Dr. Garman's mentorship and wisdom paved my path to success. I went to her for guidance after my first year of graduate school and told her I was



Kakenya Ntaiya

going to build a school for girls in my village. Dr. Garman's response was one that became a mantra throughout the ups and downs of my journey over the next few years. She told me to press on. She encouraged and supported my vision, rather than pointing out the difficulty of juggling so much at once. With Dr. Garman's support, I was able to open the doors of the Kakenya Center for Excellence to its first class of 32 girls in 2009. Since then, we have enrolled 124 girls at the school in grades four through seven. Because of the opportunity to attend our boarding school, girls who had no hope of achieving their dreams are now filled with optimism for the future." ✨

Faculty and Staff Updates

Carl I. Fertman (PhD '86) received the 2010 SOPHE Trophy and 2010 Presidential Citation from the Society for Public Health Education (SOPHE) in recognition of his role as lead editor of the society's textbook, *Health Promotion Programs: From Theory to Practice*.

Ellice Forman received a William and Flora Hewlett Foundation grant for international travel. The grant is intended to fund travel and related expenses outside the United States for the purposes of conducting international research, both basic and applied. Awards range from \$1,000 to \$4,000.

Lindsay Clare Matsumura was presented with the Council of Graduate Students in Education Extra Mile Award on March 23, 2012.

Martha Mattingly presented at the International Federation of Educative Communities' 31st Congress in December 2010 in Stellenbosch, South Africa. Representatives from more than 35 countries attended. During her presentation, Mattingly called for the expansion of tertiary education to strengthen the development and ensure the sustainability of child and youth care work practice. She is an emeritus faculty member in the School of Education's Department of Psychology in Education.

Charles Munter received an Early Career Mathematics Educators fellowship from the Service, Teaching, and Research

(STaR) Project. The STaR Project is an induction program for recent doctoral graduates in mathematics education. The program, funded by the National Science Foundation, is a 12-month experience that networks early career mathematics educators.

Tony Petrosky and the School of Education have recently partnered with New York, N.Y., and Boston, Mass., public schools to provide professional development. The Partnership for Assessment of Readiness for College and Careers has awarded a \$1.5 million contract to Pitt to develop prototype student assessments as well as exemplary instructional tasks for the Common Core State Standards for English, Language Arts, and Literacy. The Common Core standards aim to provide a consistent and clear understanding of what students are expected to learn and are designed to reflect the knowledge and skills that young people need for success in college and careers. The contract was awarded to the Institute for Learning's English/language arts team at the University's Learning Research and Development Center along with faculty members and graduate students from the School of Education.

Jennifer Russell was named an outstanding reviewer of the journal *Educational Evaluation and Policy Analysis* by the American Educational Research Association (AERA). The honor recognizes outstanding professional

service rendered to the journal, to AERA, and to education research. Each year, the editors of each AERA open submission journal designate individuals who have performed numerous high-quality manuscript reviews for the journal.

Andrew Schneider-Muñoz received a lifetime achievement award from the Academy of Child and Youth Care Professionals. The award is named the Model of Professionalism and is the highest honor in the field of child and youth work. The recognition is for Schneider-Muñoz's establishment of the national youth worker certification.

Tanner LeBaron Wallace was selected by the Eunice Kennedy Shriver National Institute of Child Health & Human Development to attend the Summer Institute in Applied Research in Child and Adolescent Development. She also was named an AERA new faculty mentee from Division E, Counseling and Human Development.

George Zimmerman received the Distinguished Alumni Award from the College of Health and Human Services at Western Michigan University (WMU). The award was established in 1963 to recognize graduates of WMU who have achieved a high level of success in their professions. The recognition is for Zimmerman's extensive work in the field of blindness and low vision studies,

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Faculty and Staff Updates

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including his efforts with the Association for Education and Rehabilitation of the Blind and Visually Impaired and the Academy for Certification of Vision Rehabilitation & Education Professionals.

Naomi Zigmond received the 2010 TED Publication Award from the Teacher Education Division (TED) of the Council for Exceptional Children. The recognition was for an article she cowrote, "Can You Hear Me Now?: Evaluation of an

Online Wireless Technology to Provide Real-time Feedback to Special Education Teachers-in-Training," which appeared in the journal *Teacher Education and Special Education*. ✨

CGSE Honors Faculty Members with the Extra Mile Award



Pictured from left: DeAnn Sloan, Jere Gallagher, Michelle Sobolak, April Mattix, Alan Lesgold, Lindsay Clare Matsumura, and Jolene Zywicka

During the School of Education's 2012 Alumni Awards, the Council of Graduate Students in Education (CGSE) gave its 2012 Extra Mile Award to three faculty members who "exemplify the CGSE mission statement and take

it the extra mile for graduate students in the School of Education."

The three honorees were Mary Margaret Kerr (Department of Administrative and Policy Studies), Lindsay Clare Matsumura

(Department of Learning Sciences and Policy), and Michelle Sobolak (Department of Instruction and Learning). In addition, CGSE also created a unique recognition award and presented it to Associate Dean Jere Gallagher for her work with the organization. ✨

To nominate a faculty or staff member or administrator, please contact CGSE at cgse@pitt.edu.

CGSE nomination guidelines require graduate students to submit an online

essay nomination along with four additional brief letters of support from other students. Nomination materials will be scored and weighted as follows: the online essay is worth 50 percent and the letters of support are the other

50 percent. The nominees with the highest composite scores (no more than six) will be recommended as finalists to receive the award. CGSE executive board members then will vote for up to three of the finalists.

Karen VanderVen Retains Her Sense of Service and Play for Students after Retirement

When Karen VanderVen was accepted as a graduate student in the program in child development and child care at the University of Pittsburgh in 1961, little did she know that it was the start of a 50-year relationship with the University. After joining the faculty in 1968, VanderVen went on to author several hundred published works, including books, articles, chapters, reports, and columns. Her latest book, *Promoting Positive Development in Early Childhood: Building Blocks for a Successful Start*, was published in 2008. During her tenure, VanderVen also witnessed the evolution of her program, including its consolidation into the Department of Psychology in Education.



Professor Emeritus Karen VanderVen has established two charitable funds that place great emphasis on play and activities for children.

Despite her formal retirement last May as professor emeritus, VanderVen remains professionally active. She continues to teach and write as well



as contribute philanthropically to the School of Education. Her charitable work has included the establishment of two funds: the Karen and Ned VanderVen Professional Development Fund and the Karen VanderVen Leadership Fund. She always has been a strong advocate for the field of child and youth work and has striven to professionalize and advance the nature of this work. Even though she doesn't administer the funds, they carry on her professional interests, which include play and activities for children and youth, leadership, and intergenerational work.

The professional development fund is primarily dedicated to helping with student expenses, ranging from books for class to travel for conferences. "This money provides vital support for the students in our programs and

emergency situations they might face," says Cynthia Popovich, one of the fund administrators. "Many of these students are on tight incomes, and a flat tire or not having money for a babysitter often can determine whether or not they will attend class. This funding often has been the essential component in a student's obtaining his or her degree."

The leadership fund is designed to support professional events sponsored by the Department of Psychology in Education.

VanderVen's contributions to the field continue to be acknowledged in other ways. The American Association of Children's Residential Centers (AACRC) presented VanderVen with a Lifetime Achievement Award on April 26, 2012, at its national conference in New Orleans, La. This award is one of the oldest and most prestigious in the field of services for high-risk children and youth. AACRC advances knowledge pertaining to therapeutic living environments for children and adolescents with behavioral health disorders.

If you are interested in donating to either of VanderVen's funds, please contact either Popovich at cjpop@pitt.edu for the professional development fund or Andrew Schneider-Muñoz at amunoz@pitt.edu for the leadership fund. ✨

School of Education Honors 11 Distinguished Individuals at Annual Alumni Awards



Pictured from left to right: Nick Trombetta, Karen Giardini (Jacqueline Lee Dempsey's sister), Patricia Nixon, April Mattix, Andrew Hughey, Alan Lesgold, Thomas Platt, Maura Powell, and Rob Marshall

The School of Education honored seven alumni, three Falk Laboratory School alumni, and one graduate student with awards at its annual Alumni Awards Reception in March 2012 at the Pittsburgh Athletic Association in Oakland. Four departmental awards (including one posthumous award), four awards in

individual categories, and three Falk alumni awards were presented at the reception.

2012 Distinguished Alumni Award

Andrew R. Hughey (MEd '67, PhD '73) is currently a professor of counselor education at San Jose State University, where he has served as director of the

counselor education program and dean of the College of Applied Sciences and Arts. He also is field site coordinator for the school's counselor education program and principal investigator at San Jose State for GEAR UP, a community achievement project sponsored by the U.S. Department of Education. The \$14 million Gaining Early Awareness and Readiness

for Undergraduate Programs (GEAR UP) grant, designed to increase students' entry into and success in college, involves five California school districts composed of 16 middle schools, eight high schools, and a staff of more than 80 professionals.

Aware that the obstacles facing urban school children are, in many ways, worse today than they were in the 1980s, Hughey does not romanticize the challenges facing school counselors. Instead, he advises counselors to base their professional approach on systematic research and teaches them how to design educational counseling protocols that respect students' contexts while propelling them beyond limitations.

2012 Early Career Award

Thomas E. Platt (EdD '07) is currently assistant professor and vice program director of the emergency medicine degree program in the School of Health and Rehabilitation Sciences at the University of Pittsburgh.

His work toward the improvement of prehospital and emergency medicine care has enhanced the field and our region. Platt's emergency medical technician and paramedic programs provide students with valuable insight they will use when entering the emergency medicine field. Internationally, he has consulted in areas of the Middle East, including Qatar and Saudi Arabia, on ways to enhance the knowledge and skills of emergency medical services professionals.

2012 Pre-K–12 Educator Award

Nick Trombetta (EdD '00) was hired as the superintendent of the Midland

Borough School District in 1995. Facing drastic education cuts, Trombetta led a small group of community leaders and educators to search for a secure educational future for the district and its students. Starting with a small state grant, he persuaded his school board to sponsor an online K–12 charter school. Expected to attract perhaps 50 local and regional students, the Pennsylvania Cyber Charter School (PA Cyber) enrolled 500 students from all over the commonwealth and had a waiting list of 400 within the first few months of its opening in 2000.

The success of PA Cyber redrew the educational map in Pennsylvania. Suddenly, school choice was an option for every family in each of the state's 501 school districts. Today, with 11,000 students, PA Cyber is twice the size of any competing cyber charter school in the state and is one of the largest cyber charter schools in the nation.

2012 Departmental Alumni Awards

Department of Administrative and Policy Studies

Since 1970, **Al Condeluci** (PhD '84) has been an advocate and catalyst for building community capacities and understanding culture. He has worked as an attendant; caseworker; advocate; planner; program director; and, now, chief executive officer of his organization, United Cerebral Palsy/Community Living and Support Services (UCP/CLASS). UCP/CLASS has created a family of corporations and is dedicated to its mission: "Working towards a community where each belongs." Under Condeluci's leadership, UCP/CLASS has grown to become the third-largest

disability-specific agency in Western Pennsylvania, with a budget of \$32 million and a staff and payroll complement of 700.

Department of Health and Physical Activity

Patricia A. Nixon (MA '80, PhD '86) has been a leader in the area of pediatric exercise physiology for the past 25 years. She also is a past president of the North American Society for Pediatric Exercise Medicine and a fellow of the American College of Sports Medicine, of which she has been a member since 1978.

Nixon is an associate professor in the Department of Health and Exercise Science and has a joint appointment in the Department of Pediatrics at Wake Forest University School of Medicine, where she conducts the majority of her work. Her research focuses on pulmonary function, exercise tolerance, and physical activity in children with chronic diseases. She is well regarded for her research involving children with cystic fibrosis.

Department of Instruction and Learning

Jacqueline Lee Dempsey (PhD '83) taught courses for the Early Intervention Specialization in the Department of Instruction and Learning and was responsible for developing the itinerant/consultation module for it. She was the primary evaluator for the Family-centered Preschool Project, which employed parents of children with disabilities as family consultants in early intervention programs.

Throughout her career, Dempsey worked with programs such as the Allegheny Intermediate Unit's DART (Discovery,

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Annual Alumni Awards

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Assessment, Referral, and Tracking) Project and the Early Learning Institute. Later, she started the consulting firm Early Childhood International and became highly regarded and much sought after in her field.

Dempsey passed away on October 26, 2011, following a four-month battle with pancreatic cancer.

Department of Psychology in Education

Pamela Moss (MA '80, PhD '88) is recognized as a leading validity theorist in the United States. Her work lies at the intersections of educational assessment, philosophy of social science, and interpretive or qualitative research methods. Moss' current research agenda focuses on validity theory in educational assessment, assessment as a social practice, and the assessment of teaching. She is currently coleading a project, funded by grants from the National Science Foundation and the Institute of Education Sciences, to develop an integrated assessment system for use with teacher candidates and the practicing teachers who support their learning.

2012 Falk School Outstanding Alumni Awards

Rob Marshall is an award-winning director whose films have been honored with a total of 23 Academy Award nominations and have won nine, including Best Picture. His most recent film, *Pirates of the Caribbean: On Stranger Tides*, starring Johnny Depp and Penélope Cruz, has grossed more than \$1 billion worldwide, placing it among the top 10 highest-grossing films in

history. He currently is developing *The Thin Man*, starring Depp, as well as the movie adaptation of the Broadway musical *Into the Woods*. His other directorial efforts include the Academy Award-winning films *Chicago* and *Memoirs of a Geisha*. *Chicago* was the winner of six Oscars, including Best Picture, and Marshall received the Directors Guild of America Award, an Oscar nomination, and a Golden Globe nomination, to name a few. His film adaptation of the best-selling novel *Memoirs of a Geisha* was the winner of three Oscars, three British Academy of Film and Television Arts awards, and a Golden Globe. His film *Nine* was nominated for four Academy Awards, five Golden Globes, and 10 Critics' Choice Awards.

For the last 20 years, **Maura Powell** has been principal and owner of Dominion Design Associates, a successful full-service planning, design, and construction company located in Alexandria, Va. Most recently, she started Terra Nova Design Group, a landscape design firm focusing on sustainable practices, lighting, and irrigation. Powell is a Leadership in Energy and Environmental Design (LEED)-accredited professional. Her work has been featured on HGTV, in *VERANDA* magazine, and in the Washington Design Center show house. Powell is the sister of Rob and Kathleen Marshall.

Kathleen Marshall is an award-winning director and choreographer who won a 2011 Tony Award and an Outer Critics Circle Award for *Anything Goes*. She also received a 2006 Tony Award for Best Choreography for *The Pajama Game* and a 2004 Tony Award for her choreography of *Wonderful Town*. Marshall was director and choreographer for the 2007 Broadway production of *Grease* and choreographed *Boeing-Boeing*.

Additionally, Marshall has directed and choreographed productions of *Little Shop of Horrors*; *Seussical*; *Follies*; *Kiss Me, Kate*; *1776*; and *Swinging on a Star*. Her off-Broadway credits include *Two Gentlemen of Verona*, *Saturday Night, Violet*, and *As Thousands Cheer*. She currently is the director and choreographer for the musical *Nice Work If You Can Get It*, starring Matthew Broderick and Kelli O'Hara. The production opened on Broadway earlier this year.

2012 Student Leadership Award

April A. Mattix completed her doctoral work in the Language, Literacy, and Culture Program at the School of Education in 2012. Since coming to Pitt, Mattix has done significant work in the area of literacy education. Her background and degrees in education, international affairs, and political science have contributed to the unique sociocultural perspective she brings to this work. She has actively engaged in research throughout her program, conducting in-depth studies on teaching and the relationship of social issues to their representation in the pages of children's literature. Mattix is currently an assistant professor in the College of Education and Human Development at George Mason University.

Mattix is a strong leader within the Pittsburgh community and has demonstrated her leadership abilities in a variety of forums. Within the School of Education, she served as president of the Council of Graduate Students in Education, a position to which she was elected by a body of her peers. ☀

Alumni Updates

1950s

Shirley Barasch (BA '54, PhD '76)

retired in 2004 as a professor at Point Park University, where she trained teachers and performing artists for 38 years. She has written a memoir titled *For Professional Purposes: An Artistic Journey*.

1960s

Billie Lederman-Bauman (MAT '67)

became the director of guidance services for two major organizations in New York, N.Y., after retiring as assistant principal of pupil personnel services at the Manhattan Center for Science and Mathematics. The groups are the Sports & Arts in Schools Foundation and the New York Junior Tennis League. She is currently assistant principal of recruitment and instructional services at St. Catharine Academy in the Bronx, N.Y.

1970s

Bernard Beidel (MEd '78) received the 2010 Caron Human Services/Employee Assistance Program Award during the sixth annual Washington (D.C.) Metropolitan Area Community Service Awards ceremony. He has been the director of the Office of Employee Assistance at the U.S. House of Representatives since the program's inception in 1991. He has been a certified employee assistance professional for 24 years and recently completed a three-year term as a commissioner with

the international Employee Assistance Certification Commission.

Molapi Sebatane (MA '72, PhD '76)

was commissioned by King Letsie III to be the new ambassador of Lesotho to the United States. The Kingdom of Lesotho is a landlocked country surrounded by the Republic of South Africa. The ceremony was held at the Royal Palace in Maseru, the capital of Lesotho. Sebatane is married and has four children. He served for a total of 10 years as a member of the governing council of the National University of Lesotho (NUL) as well as on major committees and boards of the university. Before this appointment, he was pro-vice chancellor of NUL. Sebatane has authored more than 30 publications, including journal articles, books, book chapters, book reviews, and monographs.

1980s

Alan Bugbee Jr. (PhD '83) is now the principal psychometrician at Istation in Dallas, Texas.

Kathleen Kelley (PhD '84) was named the 2011 Pennsylvania Superintendent of the Year by the Pennsylvania Association of School Administrators. Kelley, who earned her PhD in instructional studies/language communications, is superintendent of the Williamsport Area School District and has served as a school administrator in Pennsylvania since 1978. Under Kelley's leadership, the school district developed strategies to raise student achievement and appropriately include students with special needs in regular education classrooms. She also has been actively involved with many

community organizations in Lycoming County, including the James V. Brown Library; Lycoming County Health Improvement Coalition, Inc.; Community Gas Exploration Task Force; Lycoming County Rotary Clubs and United Way; and Williamsport/Lycoming Chamber of Commerce.

Lisa C. Mullen (BS '88) was named the

2010–11 Harford County Public Schools (HCPS) Teacher of the Year. Mullen is a language arts teacher at North Harford Middle School in Bel Air, Md. She graduated cum laude from Pitt with a BS in elementary education, and she received the School of Education's Student Leadership Award. Mullen is a 22-year veteran of the teaching profession, having served 18 of those years in HCPS. Throughout her career with HCPS, Mullen has written curricula for the English department, presented professional development programs, and served as a mentor for student teachers. She also has served as a team leader, team recorder, and school improvement and school-based instructional decision-making team member.

Betsy Porter (PhD '84) retired from the University of Pittsburgh after 33 years of outstanding service. Porter was the director of Pitt's Office of Admissions and Financial Aid, and under her leadership, the profile, quality, and diversity of new undergraduate students improved dramatically, helping to bring Pitt to a new tier of recognition in higher education. Early in her tenure at Pitt as an associate director of admissions, Porter earned her PhD in higher education administration at the School of Education.

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Alumni Updates

(continued from page 29)

1990s

Nellie Cyr (PhD '97) was appointed associate dean of the College of Education and Human Services at Shippensburg University of Pennsylvania in January 2011 after a national search.

Beth Fischer (MEd '96, PhD '06) was named a 2011 fellow of the American Association for the Advancement of Science. Fischer was named a fellow in the Section on Societal Impacts of Science and Engineering for her vision and distinguished contributions to promote and enhance professionalism, responsible research, and diversity within the national and international scientific community. Fischer earned her PhD in administrative and policy studies in education. She is a professor of family medicine in Pitt's School of Medicine and director of Pitt's Survival Skills and Ethics Program.

Steven Harris (MEd '98) currently is serving as visiting assistant professor of mathematics at Walsh University in North Canton, Ohio.

2000s

Bethanne J. Hull (BS '04, MS '05) is working for NASA at the Kennedy Space Center in Florida. Hull's work is part of a collaboration with the National Space Grant College and Fellowship Program, which supports student and faculty STEM (science, technology, engineering, and math) activities across the country.

Stephanie Jones (MEd '05) received a Southern Regional Education Board-State Doctoral Scholars Program award. The award provides three years of direct program support as well as two years of institutional support from the recipient's college, university, and/or department in the form of a \$20,000 annual stipend. Jones received her MEd in instruction and learning (English education) from Pitt and currently is pursuing her doctoral degree at the University of Georgia. She also was recognized as a STAR (Student Teacher Achievement Recognition) Teacher at Frederick Douglass High School in Atlanta, Ga., where she teaches American literature, composition, and Advanced Placement language and composition.

Brian Larouere (PhD '04) is a lead exercise physiologist on the integrated personal health team for Cigna in Pittsburgh.

Gregg Margolis (PhD '05) was appointed director of the Division of Health Systems and Health Policy for the Office of the Assistant Secretary for Preparedness and Response in the U.S. Department of Health and Human Services. Margolis also was the recipient of a Robert Wood Johnson Foundation Health Policy Fellowship from the Institute of Medicine in 2009–10. Prior to the fellowship, he earned three degrees at Pitt: a BS degree from the Kenneth P. Dietrich School of Arts and Sciences in 1988, an MS degree from the School of Health and Rehabilitation Sciences in 1994, and a PhD degree in social and comparative analysis in education from the School of Education.

Quinn Neidig (MAT '07) currently is teaching Spanish at a public high school in Brooklyn, N.Y.

John Wilkinson (EdD '03) was hired as the new superintendent for the Belle Vernon Area School District in July. Wilkinson began his career teaching middle school science at Steel Valley Middle School.

2010s

Kelly Austin (PhD '11) was named chancellor of Penn State Schuylkill in June. Austin previously was vice president of finance and administration at the University of Pittsburgh at Johnstown. Austin had been in this particular role, serving as the chief business and administration officer at UPJ, since 2008. He also served as UPJ vice president of student affairs from 2007 to 2008.

Jeff Taylor (EdD '11) was selected by the Pennsylvania Association for Supervision and Curriculum Development (PASCD) to receive its 2011 Supervision and Curriculum Development Award. PASCD is an organization committed to the improvement of curriculum development, supervision, and instruction along with promoting professional growth and education of children. Taylor's EdD studies focused on school leadership. He is the director of curriculum and assessment for the North Hills School District, where he heads its assessment program, curriculum development, and data analysis of student achievement. 🌟

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Equipped with instruments and blue and gold pride, Pitt band members joined Dean Alan Lesgold at the School of Education Alumni Society Executive Committee meeting in August 2012. Pictured from left to right are Anastasia Brandt, Tom Gower, John Obeid, Lesgold, alumni society president Brian White (MEd '00, EdD '06), Andrew Gentilcore, Alexandra Warble, and Sean Vins.

In Memoriam

Milton Seligman, emeritus faculty member, March 13, 2012

Irvin Iwler (MEd '57, EdD '70), September 17, 2011



University of Pittsburgh

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the giant
tortoise's
ability
to live
for up to
175 years,



Dean Alan Lesgold and his wife, Sharon, visited the Galápagos Islands to ask the wise old reptiles for advice on the School of Education's next 100 years. ✨