

UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION

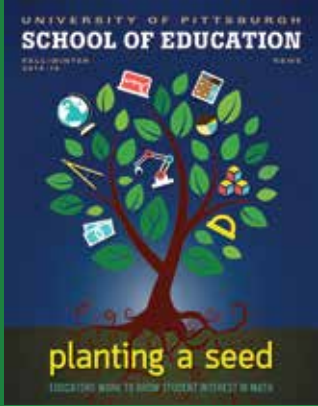
FALL/WINTER
2014-15

NEWS



planting a seed

EDUCATORS WORK TO GROW STUDENT INTEREST IN MATH



ON THE COVER

The front cover design was created to symbolize how work and research in the field of math education have blossomed over the past 25 years.

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PUBLISHER
Alan Lesgold

EXECUTIVE EDITORS
John Conroy
Jere Gallagher

COMMUNICATIONS MANAGER
Stacey Rosleck

ART DIRECTOR
Alison Butler

PRODUCTION MANAGER
Chuck Dinsmore

EDITORIAL ASSISTANT
Sarah Jordan Rosenson

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FROM THE DEAN



ALAN LESGOLD

MAKING Education WORK—
AND A BIG Thank-you

For most of history, education has meant learning a standard body of basic concepts. When something more complicated needed to be learned, research showed that divide-and-conquer strategies that broke up big ideas into smaller groupings were sufficient. As school systems became bigger enterprises, this basic approach became the backbone of curriculum design, despite often being seen as too simplistic. At the time my career began, this approach was a key aspect of instructional systems design and was taught at the University of Pittsburgh in an appropriately elaborated form.

By the 1970s, though, Pitt researchers were playing a leading role in developing a much more sophisticated approach to teaching and learning. The skills and ideas that were the goals of schooling were being analyzed in greater qualitative depth, and we also were learning more about exactly what different levels of understanding and skill students bring to school.

In 1972, Lauren Resnick, now Distinguished University Professor of Psychology and Cognitive Science, and Bob Glaser, founding director of the University of Pittsburgh Learning Research and Development Center and University Professor Emeritus of Psychology, argued in *Annual Review of Psychology* that the fundamental way to achieve effective schooling was to understand what knowledge of a domain the students brought with them to class, what we wanted them to end up with, and what experiences could be engineered to move students from where they were to where we wanted them to be.

Pitt quickly became known as a place that produced teachers who understood content-specific pedagogy. That is, the teachers we produced knew specifically how to teach the various components of a given subject most effectively because they knew where students were starting out and what it took to build on their prior knowledge. We were one of the first places to

move from general curriculum and instruction courses to ones tailored to the specific subject a candidate was preparing to teach. In order for this focused preparation to be possible, considerable research was needed to specify what performances and knowledge were the benchmarks for each school subject and how we could measure these benchmarks as children made their way through school. Some of the best of that research was done at Pitt.

“Some of the best work being done by my colleagues here at Pitt’s School of Education addresses the challenges in making education work in large school organizations and the need to bridge the gap between the experiences of students and teachers’ understanding of what those experiences might include.”

Much of that early work was microscopic in character. We looked in detail at how individual children performed on tasks, how various schooling experiences changed that performance, and what problems could arise as students had those experiences. Because this was a relatively novel approach, though, the work was done mostly with small numbers of students who usually were from backgrounds similar to those of the faculty members

studying them. Furthermore, instructional studies tended to involve the focus of substantial attention on individual learners.

What we’ve learned from such work is extremely important, and it has been a great influence on how the very best schools work. However, education is a very large-scale enterprise. In addition, the teacher workforce includes people who were trained before a concept-specific pedagogy was being taught as well as some trained more recently in places that cannot afford separate pedagogy classes for each subject. Increasingly, for better or worse, school district offices and even legislators are prescribing what should happen in classrooms. Especially important is that many minority students and ones from low-income households are being taught by teachers who live in very different worlds.

Some of the best work being done by my colleagues here at the Pitt School of Education addresses the challenges in making education work in large school organizations and the need to bridge the gap between the experiences of students and teachers’ understanding of what those experiences might include. The articles in this issue that describe work within mathematics education by Mary Kay Stein, Charles Munter, Margaret Smith, and their colleagues provide a glimpse into some of that work. I see such work as a big part of our efforts to ensure that the research we do at Pitt is building a mathematic, scientific, and engineering basis for improving the quality and universality of American (and indeed world) education.

On another subject, I’m excited to share that the School of Education recently had a big boost in its



capability and also in its morale. Renée and Richard Goldman, who already had generously supported an ongoing effort to help more of our alumni become educational entrepreneurs, have now endowed the deanship of the school (see stories on pages 13 and 26). I am deeply honored to be the inaugural Renée and Richard Goldman Dean, but the important impact of their gift is that it strengthens the school’s ability to respond with agility to new needs in education, both now and in the future. Thank you, Renée and Richard.

In this year—my 15th as dean—I continue to be energized by the quality and hard work of my colleagues and by the support that the school’s alumni and friends have been providing. Thanks to all of you. It’s a privilege to work with you.

Best wishes,

ALAN LESGOLD,
Renée and Richard Goldman Dean

planting a seed

HOW THE SCHOOL OF EDUCATION
HAS WORKED TO GROW STUDENT
INTEREST IN MATH

To get a more complete picture of something, you step up to a higher position. However, in doing so, you often miss the subtle nuances that come from being at the ground level.

This is why viewing education from various levels is important and why this concept has been a crucial factor within the School of Education's mathematics program over the past 25 years. On the following pages, a few of our faculty members detail some of this history and our current work.

Professor Margaret Smith provides a history of some particularly relevant research projects that have occurred since 1989. Assistant Professor Charles Munter focuses on how equity, experiences, and race can factor into students' mathematics learning. And Learning Sciences and Policy program Chair Mary Kay Stein writes about how we've taken our research on math from a small to a large level and discusses the resulting implications.

As hinted at earlier, a main focus at the school is our ability to think of research and teaching on a micro and macro level. Not only have we taken research projects from the small scale of a few classrooms to studying multiple districts, but we also have been mindful of putting focus on individual students and how their lives impact their ability to learn and understand the material. Even though much more work is involved with this method (as it's not a one-size-fits-all approach), focusing on the individual and his or her background when attempting

to teach will improve the overall teacher-student relationship as well as increase the learner's ability to better comprehend the material.

This focus on the individual is especially important when we're discussing lower income areas, as Munter writes about in his article. Teachers often have different backgrounds from their students, and being open to listening and learning more about students' lives will help teachers in their everyday interactions with students and even with something like how math problems are presented.

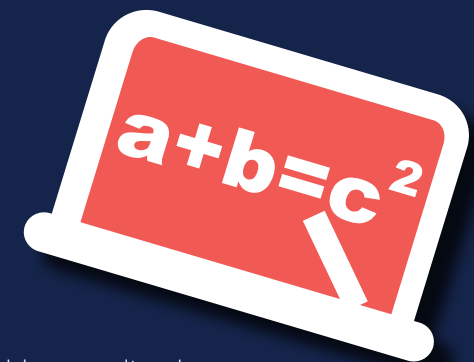
Another theme of the articles is the importance of math problems that don't have an exact path to an answer. With these types of math problems (Smith refers to them as high-level tasks), students must think more openly and process more than they do when supplying a memorized response. This type of active problem solving, complete with productive discussions, can help students to understand math more fully. Even in the book that Smith and Stein wrote, *5 Practices for Orchestrating Mathematics Discussions*, they use real-life examples to help teachers better understand through narrative.

The school's philosophy is the idea of researching not simply for research's sake but to provide data and results

that have a direct impact on individuals. In the same way that rote repeating of math problems can be less helpful than working on tasks without a specific way to the answer, the School of Education focuses on the idea of putting research into practice versus simply having the research published. Faculty members must create questions, develop theories, test those theories in the real world, revise, and begin again. This continuous improvement approach, as Stein discusses, helps teachers to not only reflect on their learning at the classroom level but also helps researchers update their work when new data emerge.

These questions and goals aren't easy, but they are important, especially as the United States struggles in the areas of mathematics and science compared to similar countries. This is why it's important for the School of Education to work on improving all levels of the education process: teachers' relationships with other teachers, the quality of their tasks and problems, understanding students better and using problems more relevant to them, reflecting on the progress and mistakes that have been made, and then building upon what has been accomplished.

To better serve our educators and students, the School of Education also is collaborating with schools, institutions, and universities locally and across the country. ■



HOW MATHEMATICAL TASKS HAVE LINKED RESEARCH TO PRACTICE OVER THE PAST 25 YEARS

By MARGARET “PEG” SMITH,
professor, Department of Instruction and Learning

For the past 25 years, Mary Kay Stein, professor and chair of the Learning Sciences and Policy program, and I—along with our graduate students and other colleagues—have been engaged in conducting research on mathematics teaching and learning and using these findings to create materials and professional education experiences for teachers.

This focus on putting research into practice, which is at the heart of the mission of the School of Education, has served to provide both a solid evidence base regarding best practices in math teaching and practical tools intended to help teachers reflect on and improve their practice. The primary focus of our work has been on the mathematical tasks that teachers use as the basis for their instruction and what students learn from these same tasks.

QUASAR (1989): All students can learn math

The story begins in 1989 with the Quantitative Understanding: Amplifying Student Achievement and Reasoning (QUASAR) project, funded by the Ford Foundation and directed by School of Education faculty member Edward Silver. The goal of QUASAR was to provide evidence that all students can learn mathematics when provided with access to high-quality instruction.

The research was conducted in six urban middle schools across the country that served economically disadvantaged neighborhoods, and focused primarily on classroom instruction and what students learned from the instruction. The key findings included the following:

- Mathematical tasks with high-level demands (i.e., tasks that require thinking and reasoning rather than just the rote application of previously learned procedures) are the most difficult to implement well.
- Consistent engagement with high-level tasks leads to the greatest learning gains for students.
- Classroom-based factors (i.e., the questions asked, holding students accountable for thinking and reasoning, pressing for explanation and justification) shape students’ engagement with high-level tasks.

The research studies were among the first in the field to show a link between the nature of the mathematical tasks in which students engage and what they learn. The studies also highlighted the challenges faced by teachers as they seek to enact more ambitious teaching. While the findings and methodologies inspired others in their research, we saw the results as a way to impact teachers directly.

Over the next few years, this quest to impact teaching led Stein and

me to publish various practitioner articles and a book for teachers that used actual classroom examples from QUASAR to make specific suggestions for improving practice. *Implementing Standards-based Mathematics Instruction: A Casebook for Professional Development*, which we coauthored along with our colleagues Marjorie Henningsen (then a graduate student in the school) and Silver, provided real-life narrative cases of math instruction to help teachers to generalize key ideas about teaching and learning and then apply those ideas to their own teaching.

Subsequent work over the next decade, supported by a series of grants from the National Science Foundation, focused on:

- Creating materials and professional learning experiences to help teachers select and enact high-level tasks
- Conducting research to determine what teachers learn from the professional experiences in which they engage.

ASTEROID (2001): Creating successful learning experiences for teachers

The goal of A Study of Teacher Education: Research on Instructional Design (ASTEROID) was to create

courses for teachers that were based on content-specific cases created through the Cases of Mathematics Instruction to Enhance Teaching project and to study both how the courses were facilitated and what teachers learned from their experiences in the courses. Two key research findings emerged from this work:

- A set of practices for facilitating productive discussions of high-level tasks can be codified and learned by teachers.
- Teachers can learn mathematical content and pedagogical practices through engagement in a course that included narrative cases and other practice-based materials.

This project culminated in the development of three courses intended for middle and high school teachers in proportionality, algebra, and geometry. A lesson-planning tool was created to help teachers focus on aspects of planning that research suggested would help in maintaining the demands of tasks during instruction. In addition, an article that described the five practices for orchestrating productive discussions that I coauthored with Stein was followed in 2011 by a book that provided more elaboration and has sold nearly 40,000 copies since its publication.

ESP (2003): Supporting educators to develop inquiry-oriented teaching practices

Enhancing Secondary Mathematics Teacher Preparation (ESP) focused on helping practicing teachers in the region to build their capacity for ambitious teaching through a series of workshops held over a two-year period. The more ambitious teaching



in this case was inquiry oriented, meaning that students seek answers to problems, questions, or scenarios rather than simply providing established facts. The professional development in which teachers engaged in ESP was task centric and featured many of the previously developed tools and materials. Although the project was funded as a professional development effort, a research component was built in to document what contributed to teacher learning. The research yielded three key findings:

- Teachers’ participating in task-centric professional development can improve their ability to enact high-level tasks in their classrooms.
- Teachers’ ability to implement these high-level tasks can be sustained and improved over time.
- Teachers’ learning about mathematical tasks was closely linked to the ideas represented in frameworks and their experiences in the ESP workshops.

The work on mathematical tasks continues to this day. Current research focuses on analyzing data from a schoolwide effort to impact

the quality of instruction by helping teachers to collaboratively plan lessons around high-level tasks. Current material development efforts are focused on creating narrative cases to help teachers to understand the processes of reasoning and proving (i.e., looking for patterns, making conjectures, forming generalizations, and creating arguments) and how to teach them. As the work continues, new questions arise that will lead to additional cycles of research and material development. ■

For additional information, please see the following:

Stein, M.K., Grover, B., and Henningsen, M., “Building Student Capacity for Mathematical Thinking and Reasoning: An Analysis of Mathematical Tasks Used in Reform Classrooms,” *American Educational Research Journal*, 33, 455–88, 1996.

Boston, M.D., and Smith, M.S., “Transforming Secondary Mathematics Teaching: Increasing the Cognitive Demands of Instructional Tasks Used in Teachers’ Classrooms,” *Journal for Research in Mathematics Education*, 40, 119–56, 2009.

Steele, M.D., Hillan, A.F., and Smith, M.S., “Developing Mathematical Knowledge for Teaching in a Methods Course: The Case of Function,” *Journal of Mathematics Teacher Education*, 16(6), 451–82, 2013.

Narrowing the Opportunity Gap:

CULTURALLY RELEVANT MATHEMATICS EDUCATION

By CHARLES MUNTER,
professor, Department of Instruction and Learning

A persistent challenge in school districts across the United States is ensuring that education is equitable in areas such as district policies, cultural awareness, math instruction, and assessments. As a way of defining and framing the problem, educators and policymakers often reference the achievement gap between racial and/or economic subgroups as evidence of inequities as well as differences in rates of graduation, enrollment in upper-level courses, and entrance to and choice of major in college. By these metrics, mathematics has been an area of particular concern, as differences often are larger than in those other subjects.

In a recently initiated project, titled Designing for Equity by Thinking In and About Mathematics (DEBT-M), researchers and district leaders in the Pittsburgh Public Schools are attempting to reframe the problem and make progress in solving it. I am collaborating with colleagues from the Education Development Center Inc.; Pittsburgh Public Schools; Carnegie Mellon University; Duquesne University; and Pitt's Center for Urban Education on a longitudinal study funded by a National Science Foundation Math

and Science Partnership award. Following recent perspectives in education research, our team views the problem as more of an opportunity gap and is working to enact policies and practices that will ensure that all students have access to high-quality learning opportunities in spaces in which they feel they belong—where their racial, gender, and other identities are affirmed and strengthened.

The project's origins are rooted in the idea of the researcher-practitioner partnership, meaning that we are working toward solving a local problem as well as helping the broader field to understand and support similar endeavors. Rather than adopting new programs or policies, we are looking within the discipline of mathematics, within teachers' instructional practices, and within current district policies—with a commitment to maximizing the potential of what is already in place but also to identifying and disrupting structures or policies that act as obstacles to equity.

Often, mathematics is introduced in schools with a focus on learning procedures to solve problems and produce solutions, the correctness

of which is judged by the teacher. This does not resemble the nature of professional mathematicians' activity, which includes posing questions, generating conjectures, making sense of phenomena mathematically, and developing and communicating arguments. By engaging with teachers in more authentic mathematical work, it is hoped that our project will redefine the role that teachers and students play in a mathematics classroom, providing more opportunities for student voice and participation.

Through this disciplinary focus, this project also hopes to create a space for thinking about equity as it relates to mathematics. Of particular interest is the notion of cultural relevance, which requires building from and linking to students' cultural practices, prior knowledge, and life experiences—ideas that are not typically associated with mathematics. Math often is viewed as “acultural” and a subject in which one's ideas are either right or wrong, with little ambiguity or room for subjectivity. But such views can ignore much of the richness of mathematics, from its long, cross-cultural history to its potential for innovation and social change. And,

in schools, such views can lead to delineating the mathematical haves from the have-nots and to fast-tracking some students while shutting others out. By thinking about ways in which mathematics and math education intersect with race and culture, the DEBT-M project aims to disrupt such views and to identify ways to mathematically empower more students.

BY ENGAGING WITH TEACHERS IN MORE AUTHENTIC MATHEMATICAL WORK, IT IS HOPED THAT OUR PROJECT WILL REDEFINE THE ROLE THAT TEACHERS AND STUDENTS PLAY IN A MATHEMATICS CLASSROOM, PROVIDING MORE OPPORTUNITIES FOR STUDENT VOICE AND PARTICIPATION.

As a key initiative in Pittsburgh Public Schools' recent overarching Whole Child, Whole Community plan, up to 80 PPS secondary education (grades 6–12) teachers are participating in multiple two-year cohorts engaged in four weeks of summer professional development and ongoing school year support. Each summer, the teachers engage in and define authentic mathematics; develop ways of critiquing the system of mathematics education from an equity perspective; and, using that foundation, identify key instructional changes that they would like to make in the upcoming year. During the school year, multiple

universities, including Pitt, as well as district personnel will provide in-school support to help the teachers make and continue to refine those changes.

Throughout the project, our research team will investigate how these and other equity-focused efforts interact with current organizational structures, social relationships, and resource materials. The team will collaborate with district leaders to identify ways to enhance the impact of the two-year cohorts, identify obstacles to achieving equity, and work to develop a more generalizable theory of action for closing opportunity gaps in secondary mathematics at scale.

In the end, our team hopes that this research will help to clarify relationships among race and equity, mathematics, learning, and policy that lead to systemic changes in school districts and help to close the opportunity gap for marginalized secondary school mathematics students. ■



TAKING MATHEMATICS RESEARCH FROM HUNDREDS OF STUDENTS TO HUNDREDS OF SCHOOLS

By MARY KAY STEIN,
professor and chair, Learning Sciences and Policy

The success of research on mathematics instructional tasks conducted by Margaret “Peg” Smith, myself, and others over the last 25 years at the School of Education led us to wonder about the feasibility of researching these same topics at a much larger scale. What could we learn about how well challenging instruction predicts student achievement across hundreds of schools? What could we determine about the school, district, and even statewide conditions that are necessary to support teachers as they learn how to teach in more cognitively demanding ways? To address these questions we have been engaged in three specific projects.

PROJECT 1: Scaling Up Mathematics

One of our first large-scale research projects was a five-year study of two large urban school districts that had just adopted new, cognitively challenging curricula. In addition to studying districts—as compared with the classrooms researched in Smith’s article—this project differed from earlier work in two important ways. First, we not only examined the instructional tasks used by teachers in their classrooms, but also the ways in which district- and school-level policies shaped how teachers used those tasks in their classrooms.

For example, did principals’ provision of professional development help teachers carry out tasks in ways that supported students’ thinking and reasoning? Or did policies, such as assessments that focused on low-level skills, lead teachers to reduce the cognitive demands of curricular tasks by teaching procedures or “taking over the thinking” for the students? Second, we began to examine student achievement outcomes more systematically.



Findings from this project include:

- When teachers collaborated with each other, they were more likely to faithfully implement high-cognitive demand tasks in their classrooms over time.
- District policies affected the nature and quality of teachers’ collaborations with each other.
- Teachers who paid attention to particular features in the curricula’s teacher guides were best able to maintain high levels of cognitive demand. These features identified what mathematical ideas curricular tasks were designed to help students learn and previewed for teachers the challenges students might have in accomplishing the tasks.

With this research, we felt that we were starting to get a handle on district- and school-level factors that shape how teachers implement challenging tasks. With the advent of the Common Core State Standards (CCSS) Initiative, it became natural to wonder about the capacity of states to take on a supportive role in helping teachers to successfully enact high-level tasks.

PROJECT 2: States as Science, Technology, Engineering, Mathematics Learning Environments

In summer 2013, the Institute for Learning (IFL), an outreach program of Pitt’s Learning and Research Development Center, had begun working with the entire state of Tennessee. IFL had trained more than 200 mathematics coaches who, in turn, had trained thousands of teachers. Through IFL, my School of Education colleagues—faculty members Jennifer Lin Russell and Richard Correnti—met with state leaders. We were impressed to find that these leaders shared our vision of high-quality mathematics instruction and were interested in the kind of support needed

to improve teaching. Tennessee leaders also had invested heavily in performance-based student assessments aligned with CCSS in anticipation of students’ having to demonstrate learning in new ways and teachers’ having to align their teaching to more ambitious learning goals. Within six months, we were funded by the National Science Foundation to study the quality of teachers’ mathematics instructional practice as well as teachers’ access to collaborations with other educators.

This work is extending the research on mathematical instructional tasks to a statewide level by:

- creating new ways of systematically measuring mathematics instruction across hundreds of classroom lessons;
- creating new ways of measuring who teachers interact with, what they interact about, and what level of depth is present in these interactions (e.g., do teachers talk about sharing materials or do they talk about mathematical ideas and how students learn them?); and
- examining how instruction and teachers’ collaborations with each other relate to student learning as measured by standardized tests and by more ambitious student assessments.

PROJECT 3: Coaching to Improve Common-core Aligned Mathematics Instruction in Tennessee

Most recently, we entered into a collaborative partnership with both IFL and the Tennessee Department of Education (TDOE) to help each entity refine the model that they use to train coaches. Together with IFL and state leaders, we will take a continuous improvement (CI) approach that consists of multiple cycles of coach implementation of the model, data collection on

its impact, and then refinement of specific features of the model.

What distinguishes this work is the fact that all partners—TDOE, IFL leaders, and Pitt researchers—are named as coinvestigators and have the resources to carry out their part of the project. Another key feature is the complementarity of what each partner has to offer.

- TDOE brings genuine questions and early insights regarding what might work and where challenges lie.
- IFL offers years of training experience, including a well-developed research-based, content-focused coaching model that will provide the starting intervention from which we will grow and improve.
- Finally, my research colleagues and I offer knowledge of the CI methodology, expertise from our prior research on mathematics instructional tasks, and capacity for conducting research that will test the efficacy of the new coaching model through a pilot study in the third year.

Over time, our hope—across all of these projects—is to use insights developed through research to have an impact on the instructional practices used in mathematics classrooms across the country. Better teaching toward more ambitious mathematical goals, in turn, should lead to students who are well prepared for college and careers. ■

For additional information, please see the following:

Coburn, C.E., and Russell, J.L., “District Policy and Teachers’ Social Networks,” *Educational Evaluation and Policy Analysis*, 30(3): 203–35, 2008.

Coburn, C.E., Russell, J., Kaufman, K., and Stein, M.K., “Supporting Sustainability: Teachers’ Advice Networks and Ambitious Instructional Reform,” *American Journal of Education*, 119(1): 137–82, 2012.

Stein, M.K., and Kaufman, J.H., “Selecting and Supporting the Use of Mathematics Curricula at Scale,” *American Educational Research Journal*, 47(3): 663–93, 2010.

STUDENT Updates

JOSH CENTOR, a PhD student in the Department of Administrative and Policy Studies, was named as the director of athletics, physical education, and recreation at Carnegie Mellon University following a national search. Centor has been at Carnegie Mellon for six years.

JOSH “JC” CHILDS, a graduate student in the Learning Sciences and Policy program, was selected for the 2014 David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy. The seminar was sponsored by the University Council for Educational Administration, Divisions A and L of the American Educational Research Association (AERA), and SAGE Publications.

TERENCE MEEHAN was named superintendent of the Leechburg Area School District. He is pursuing his Doctor of Education degree in the Department of Administrative and Policy Studies.

TING XU, a doctoral student in the Department of Psychology in Education, won second place in the AERA Division D In-Progress Research Gala and was recognized at the 2014 AERA annual luncheon and business meeting. This annual event allows graduate students to share their research in progress (but not dissertation research) with an audience of interested researchers, including a panel of reviewers who provide feedback on the research. Xu worked with Assistant Professor Feifei Ye on the research.



School of Education students pair off with Propel Andrew Street students to work one-on-one with helping prepare for upcoming Keystone Exams and SATs.

MOSAIC Students Tutor Local High School Students in Literacy Skills

The 2014-15 cohort of School of Education MOSAIC (Master of Special Education with Academic Instruction Certificate) students recently completed three weeks of literacy tutoring with high school students at the Propel Andrew Street High School in Munhall, Pa. The program was designed to provide novice preservice teachers with opportunities to practice developing and implementing intensive individualized reading lessons. Clinical Assistant Professors Sheila Conway and Mandi Skerbetz, both MOSAIC program faculty members, set up the project with Propel Andrew Street Principal Angela Allie.

“The idea behind the project was that the new MOSAIC students would develop their instructional abilities

through a carefully monitored practical experience while also helping urban students in the area of literacy skills,” said Conway.

Skerbetz added, “In addition to literacy instruction, the students were given the chance to build relationships with adolescents prior to their student teaching experiences. Both the graduate and high school students responded positively to the opportunity for summer learning.”

MOSAIC allows students to earn a master’s degree in special education as well as two teaching certificates in one year. Graduates are eligible to teach general and special education in grades 7-12.

Undergraduate and Graduate Students Go On School of Education’s First Study Abroad Trip

A group of School of Education undergraduate and graduate students traveled to Italy in May 2014 for the school’s first-ever study abroad trip. Accompanying the students were faculty members Patricia Crawford, Anna Arlotta-Guerrero, and Shannon Wanless, who all helped conceptualize the trip. Wanless said that the goal of the trip was to achieve “transformative learning, which is an opportunity to see the world in a new way and try on new perspectives.”

The group, which also contained students from the School of Health and Rehabilitation Sciences, the School of Social Work, and the University of Pittsburgh at Bradford, spent four weeks in Florence, engaging in study and research in the area of early

childhood education. They attended lectures and visited classrooms in a variety of Italian schools. While abroad, the undergraduate students took courses that met their program requirements so that they were able to stay on pace for their graduation date. The graduate students studied cultural psychology and conducted their own research projects. The faculty members report that the trip was successful and look forward to making this an annual experience for the students.

If you are interested in more information on study abroad or joining a future trip, e-mail **Arlotta-Guerrero** at ana28@pitt.edu.



Students and faculty members enjoying various landmarks and sites throughout Florence, Italy

Pitt Receives \$3 Million for Dean’s Chair in School of Education

Alan Lesgold will be inaugural holder of endowed deanship established by school alumni Renée and Richard Goldman.

The University of Pittsburgh has received a \$3 million gift from alumni Renée K. Goldman and Richard M. Goldman to establish the Renée and Richard Goldman Dean’s Chair in the School of Education. The gift has established an endowment that will be used by the University to support the salary, professional development, recruitment, expenses, and other scholarly activities of the dean of the School of Education. Alan Lesgold, dean of the School of Education since 2000, will be the inaugural holder of the Renée and Richard Goldman Dean’s Chair.

“We are immensely grateful to Renée and Richard Goldman for making this historic gift, which will ensure that future deans of the School of Education are equipped with everything needed to continue to support the success of the school

and its many worthy programs,” Pitt Chancellor Emeritus Mark A. Nordenberg said. “The generous gift of this named deanship is especially meaningful because it creates a lasting connection between the School of Education and the Goldmans, two of the most esteemed and accomplished graduates of that school.”

Pitt’s School of Education, founded in 1910, is devoted to improving education by preparing teachers and educational leaders, conducting research that can lead to more effective education, and preparing the next generation of educational scholars. The school’s work focuses on advancing teaching, improving schools’ and universities’ effectiveness, understanding the factors outside school that enable success in learning, and developing educational policy.

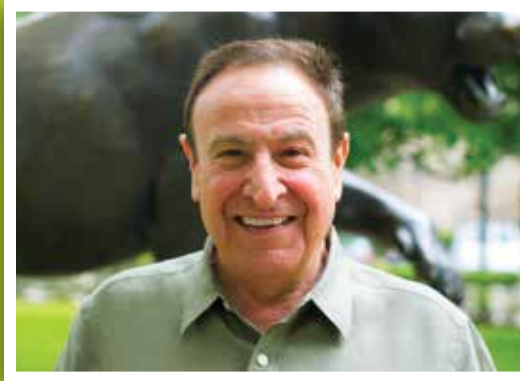
“Naming the dean’s chair in honor of the Goldmans is a powerful affirmation of their connection to the University of Pittsburgh’s School

of Education and its educational goals,” said Lesgold. “I am honored to serve as the inaugural holder of this prestigious dean’s chair.”

Renée and Richard Goldman have a distinguished legacy of educational experience and innovation, working together and individually. In 1996, they founded The Sagemont School, a college preparatory school located in Florida that was among the first schools in the nation to establish a laptop program for all of its students. The Goldmans have established a number of other educational ventures including Another Generation Preschools, the 20th-largest preschool operation in the United States and among the first to receive national accreditation from the National Association for the Education of Young Children; the University of Miami Online High School, an online college-preparatory high school; Virtual Sage, an online curriculum publishing company; and Smart Horizons Career Online Education,

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FACULTY Promotions



RICK DONATO
Professor in the Department of Instruction and Learning

RICK DONATO has been promoted to a full professor in the Department of Instruction and Learning. He was previously an associate professor and will continue his duties as department chair. A Pitt faculty member since 1989, Donato is part of the foreign language education program and has secondary appointments in the Kenneth P. Dietrich School of Arts and Sciences Department of French and Italian Languages and Literatures and Department of Linguistics. Donato has given presentations and conducted workshops both nationally and internationally on foreign language learning. As department chair, Donato sees his role as a facilitator of faculty and staff as they collaborate to develop the department’s vision. His personal interests include traveling outside the United States, learning about languages and cultures other than his own, and “being in the company of people who offer me unique perspectives on life.”



DOUGLAS E. KOSTEWICZ
Associate Professor in the Department of Instruction and Learning

DOUGLAS E. KOSTEWICZ has been promoted from assistant to associate professor in the special education program in the Department of Instruction and Learning. Prior to joining the School of Education, Kostewicz completed his doctoral work in special education at Pennsylvania State University. Kostewicz has worked as both a special educator and a behavior analyst in child welfare, and he initially examined the academic and social difficulties experienced by students with learning and behavioral disabilities. He expanded his research to include investigating the support given to students with and without disabilities in inclusive settings via interventions for educators. Currently, his research interests include fluency-based academic interventions and improving professional development associated with the effects of teacher-initiated classroom interactions of students with special needs. He has recently published articles in *Education & Treatment of Children*, *Exceptionality*, and *Contemporary Educational Psychology*. In his free time, Kostewicz enjoys spending time with his family, attending his son’s activities, and frequenting local cultural and sporting events.



JENNIFER LIN RUSSELL
Associate Professor in the Learning Sciences and Policy Program

JENNIFER LIN RUSSELL has been named an associate professor in the Learning Sciences and Policy program in the School of Education in addition to her continued position as a research scientist at the Learning Research and Development Center. She was previously an assistant professor, and her research examines policy and other educational improvement initiatives through an organizational perspective. Russell’s recent work examines two primary issues: how schools create social and organizational structures that support reform and how interorganizational collaborations and networks can be structured for educational improvement. She is currently engaged in a large-scale collaborative research effort with Pitt colleagues and the Tennessee Department of Education to understand how the supports teachers get from colleagues, administrators, and coaches influence their mathematics teaching and their students’ learning. Russell also is collaborating with colleagues at the Carnegie Foundation for the Advancement of Teaching to identify essential capacities and design considerations for the formation of networks aimed at improving persistent problems of education practice. In her spare time at home, she enjoys a good meal and playing Candy Land with her 3-year-old daughter, Zoe.



MING-TE WANG
Associate Professor in the Department of Psychology in Education

MING-TE WANG has been promoted to associate professor in the Department of Psychology in Education. He had been an assistant professor, and he continues to focus on research that emphasizes the interplay of developmental processes among adolescents—whether they are academic, career-related, social, emotional, or behavioral—and based on family, school, and community contexts. He received his doctorate in human development and 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 5-year-old daughter and 6-month-old son.

NEW Faculty

**LORI DELALE-O'CONNOR**

Associate Director of Research and Development and Research Assistant Professor of Education in the Center for Urban Education

LORI DELALE-O'CONNOR has joined the School of Education's Center for Urban Education as its associate director of research and development and a research assistant professor of education. Delale-O'Connor graduated from Northwestern University in 2011 with a PhD in sociology. At Northwestern, she also was a certificate fellow in the Multidisciplinary Program in Education Sciences, an Institute of Education Sciences-funded predoctoral training program. Delale-O'Connor also holds an MEd in secondary education from Boston College and taught social studies in the Boston Public Schools. Prior to joining the School of Education, Delale-O'Connor was a research scientist at Child Trends, a nonprofit research center focused on improving the well-being of children across the life span. Her research explores topics such as youth transitions to college and career, parent involvement in education, and school choice. She and her husband, Jason, are native Pittsburghers, and they are excited to move back to the city with their two daughters, Anna and Alexandra.

**GINA GARCIA**

Assistant Professor of Higher Education Management in the Department of Administrative and Policy Studies

GINA GARCIA is an assistant professor of higher education management in the Department of Administrative and Policy Studies, where she teaches master's and doctoral students pursuing degrees in higher education and student affairs. Garcia received her PhD in higher education and organizational change from the University of California, Los Angeles. Her research interests center on issues of equity and diversity within higher education, with an emphasis on the organizational culture and identity of Hispanic-Serving Institutions and the retention, success, and identity development of Latina/o college students. While at UCLA, Garcia was a research analyst at the Higher Education Research Institute, where she examined the experiences that foster success for students of color pursuing science, technology, engineering, and mathematics degrees. In her spare time, Garcia teaches group exercise classes, including body pump, body combat, turbo-kick, and boot camp. She has two small children, Jovan and Jaren, who also keep her active.

**ELIZABETH HUFNAGEL**

Visiting Assistant Professor of Science Education in the Department of Instruction and Learning

ELIZABETH HUFNAGEL has joined the Department of Instruction and Learning as a visiting assistant professor of science education. Hufnagel earned her PhD in curriculum and instruction from Pennsylvania State University in 2014. She brings a decade of experience in education in a variety of settings. While at Penn State, she worked with a team of science and education faculty members to develop a science content course for preservice elementary teachers and taught courses on science methods and philosophy of education. She was a high school science teacher and professional development instructor at the Urban Ecology Institute, both in Massachusetts. Her work with in-service teachers focused on preparing science teachers to implement urban field studies using geospatial technologies. Before she was a teacher, Hufnagel was an AmeriCorps National Civilian Community Corps member and worked as an environmental scientist. Her current research centers on the intersection between emotions and learning about environmental science topics using discourse analysis. She enjoys spending time with her family, gardening, biking, yoga, and a good satire.

**LINDSAY PAGE**

Assistant Professor of Research Methodology in the Department of Administrative and Policy Studies and Research Scientist at the Learning Research and Development Center

LINDSAY PAGE joined the faculty as an assistant professor of research methodology and a research scientist at the Learning Research and Development Center. Previously, Page served as a lecturer in statistics and a researcher at the Center for Education Policy Research at Harvard University, where she earned an EdD in quantitative policy analysis in education as well as master's degrees in statistics and administration, planning, and social policy. Page's research interests are in the areas of quantitative methods and their application to questions regarding the effectiveness of educational policies and programs. Much of her recent work has focused on investigating potential solutions to summer melt, the phenomenon of students' not transitioning from high school to college even though they had intended to go to college in the fall. This body of work has received financial support from funders, including the Bill & Melinda Gates Foundation, William T. Grant Foundation, and Heckscher Foundation for Children.

**LAURA ROOP**

Assistant Professor in the Department of Instruction and Learning and Director of the Western Pennsylvania Writing Project

LAURA ROOP is a new assistant professor and director of the Western Pennsylvania Writing Project (WPWP), a teacher-centered professional development program hosted by the School of Education. Roop earned both her PhD in English and education and an MA in English at the University of Michigan. Before joining WPWP, she directed the Oakland Writing Project, a Michigan-based National Writing Project site. Her recent experience also includes working at the University of Michigan School of Education as coordinator of school-research relations and as an intermittent lecturer. In her new position, Roop will develop and promote core WPWP programs; offer outreach and professional learning opportunities to writing project teacher fellows; raise funds on behalf of WPWP; and develop partnerships with various organizations. Roop has plans to publish her second book, *Making and Doing: The Road to Authentic Literacies* in spring 2014. With her husband, she enjoys visiting her children and grandchildren in California, Washington, Mississippi, and Michigan.

**SHARON ROSS**

Assistant Professor in the Department of Health and Physical Activity

SHARON ROSS has joined the faculty as an assistant professor in the Department of Health and Physical Activity. Ross' research focuses on physical activity promotion and obesity prevention in children, with a special interest in Hispanic/Latino populations. She recently received a grant from the National Heart, Lung, and Blood Institute of the National Institutes of Health to develop and evaluate the feasibility and effectiveness of a home-based Latino child obesity intervention program that uses Latino community health workers, or promotoras, to deliver the programming. Ross received her PhD and MS degrees in biobehavioral health from Pennsylvania State University. Previously, she was a postdoctoral fellow in the Children's Physical Activity Research Group, directed by Russell Pate, in the Arnold School of Public Health at the University of South Carolina. In her spare time, she likes to play with her daughter, Annalise, and ride her road bike.

FACULTY AND STAFF Updates

Council of Graduate Students in Education Gives Honor to Faculty and Staff Members

At the end of the 2014 alumni awards ceremony (see article on page 20), the Council of Graduate Students in Education (CGSE) and its president, Aaron Kessler, presented two Extra Mile Awards to “honor faculty, administrators, or staff members who exemplify the CGSE mission statement and take it the extra mile.”



The first awardee was **Susan Sherlock**, who is an administrative associate in the dean’s office. Kessler said about Sherlock, “Over the course of my two years as CGSE president, Susan has been an integral part of helping our organization function. From helping with plans for the opening picnic [and] getting answers related to how reimbursements function to always lending an ear and being willing to help in more ways than she really ever had to. In the supporting documents for her application, various CGSE members cited things like helping set up events, getting information about how catering and facilities work, and simply being willing to help when others didn’t have time as just a couple examples of Susan going the extra mile.”



CGSE gave the second award to **Jennifer Lin Russell**, an associate professor of learning sciences and policy in the School of Education and a research scientist at the Learning Research and Development Center. Kessler said of Russell, “From going above and beyond in the courses she teaches to spending time with students outside of class to fostering connections at conferences and working to support participation in the many CGSE events, Russell has truly put the students of the School of Education first. I should also point out her fantastic work in mentoring graduate students. She is the advisor of tonight’s Student Leadership Award winner and sat on the committee of the outstanding dissertation award winner. No matter the time of day or how busy she herself is, Dr. Russell always has time for students and has shown a willingness to encourage others to adopt that position.”

FACULTY PUBLICITY



CHRISTINA GROARK, an associate professor in the Department of Psychology in Education, and Robert McCall, a professor of psychology, along with Niels Rygaard, edited a special issue of the *Infant Mental Health Journal* that was published in March/April 2014. Groark and McCall, codirectors of the Pitt Office of Child Development, focused the issue on research reports, case studies on improving the quality of care within institutions, and attempts to change the child welfare system in a state or country from a reliance on institutionalization to a preference for family-based care.



SHANNON WANLESS, an assistant professor, was featured on NPR in a story titled “Connecting the Dots between Play and Learning in the Classroom.” During the interview, Wanless talked about how to include play and creativity in the academic process to reap benefits in the longer term.



JOHN WEIDMAN, professor in the Department of Administrative and Policy Studies, was recently featured on the Huffington Post in an interview about international higher education funding. In the article, he discussed the worldwide shift of the burden of higher education costs from governments and taxpayers to parents and students and how the international model for funding has historically differed from the American one.



GEORGE J. ZIMMERMAN, associate professor and coordinator of the vision studies program, received the Lawrence E. Blaha Award at the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) International Conference 2014 in San Antonio, Texas. The award honors those have made outstanding contributions to the field of orientation and mobility and who are dedicated to serving people with visual impairments. It is the highest honor that the AER’s Orientation and Mobility Division can bestow.

FACULTY UPDATES



ANNA ARLOTTA-GUERRERO, a clinical assistant professor in the Department of Psychology in Education, was recently elected to a committee for the Institute of Medicine of the National Academies. She will serve on the committee for the activity The Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success. The goal of this committee is to provide the institute with opportunities for ongoing engagement with individuals with a range of practice experience in relevant fields. Arlotta-Guerrero participated in the committee’s meeting on June 5 and 6 in Washington, D.C., and will provide feedback on the development of communications products and strategies for the study.



KELLIANN DAVIS, a research assistant professor in the Department of Health and Physical Activity, has achieved fellow status in the American College of Sports Medicine (ACSM). The purpose of ACSM fellowship is to encourage high standards of professional service, recognize professional achievement in the related disciplines of sports medicine via education, and demonstrate an interest in and/or contribution to the goals of sports medicine.



MARIGOLD “GOLDIE” EDWARDS, emerita professor, was elected to the U.S. Squash Hall of Fame Class of 2013.



SEAN KELLY, an assistant professor in the Department of Administrative and Policy Studies, was awarded, along with his coauthors, the

Exemplary Research in Teaching and Teacher Education Award by the Division K of the American Educational Research Association, for the coauthored paper “English Teacher Candidates Developing Dialogically Organized Instructional Practices,” published in February 2013 in *Research in the Teaching of English*, the premier research journal of the National Council of Teachers of English.



RICH MILNER, director of the School of Education’s Center for Urban Education and Dr. Helen S. Faison Chair in Urban Education, recently had an article published in *Education Week* titled “A Black Father’s Search for a Diverse Preschool.” In the article, he talks about how his work preparing teachers to effectively educate Black students focused mainly on middle and high schools. He writes that it wasn’t until he began searching for a school for his twin daughters that he realized that some racial disparities can begin as early as preschool.



LINDSAY PAGE, a research assistant professor in the Department of Administrative and Policy Studies, was a guest speaker for a webinar covering her work on the topic of summer melt, which is the concept of high school students planning to go to college who, due to lack of resources or mentors, decide not to attend. The event was hosted by the White House Initiative on Educational Excellence for Hispanics. Page and her research partner, University of Virginia faculty member Benjamin Castleman, conducted the webinar with Greg Darnieder, a senior advisor in the U.S. Department of Education. In addition, Page was featured in an *Education Week* article focusing on her and Castleman’s work on helping to increase matriculation in West Virginia high schools and colleges.



LAUREN RESNICK, Distinguished University Professor of Psychology and Cognitive Science at the University of Pittsburgh, was elected a member of the American Academy of Arts & Sciences’ Class of 2013. Resnick also is Distinguished University Professor of Learning Sciences and Education Policy, codirector of Pitt’s Institute for Learning, a senior scientist at Pitt’s Learning Research and Development Center, and an adjunct faculty member in the School of Education.



RENEE ROGERS, an assistant professor in the Department of Health and Physical Activity, was recently selected as one of five winners of the Obesity Society’s eHealth/mHealth Section Poster Competition.



M. NAJEEB SHAFIQ, an associate professor of education, economics, and international affairs, was honored at the National Education Finance Conference with an outstanding article award. His cowritten article, “Accounting for Risk of Non-completion in Private and Social Rates of Return to Higher Education,” was the 2014 recipient of the *Journal of Education Finance* Scholarly Paper Award. This award is given annually to authors whose *Journal of Education Finance* article embodies extraordinary rigor and relevance to the field of education finance.

SCHOOL OF EDUCATION HONORS ALUMNI AT ANNUAL AWARDS CEREMONY

The School of Education celebrated its annual Alumni Awards on March 30, 2014, at the Pittsburgh Athletic Association in Oakland. Awards for the school's departments and individual categories were presented at the reception.



PICTURED FROM LEFT TO RIGHT:
BACK ROW:
Sean McComb
Dean Alan Lesgold
Robert Robertson
Brent Johnson
Joshua "JC" Childs
MIDDLE ROW:
Katie Clark Patterson
Miray Tekkumru Kisa
Francesca Amati
Cynthia Reed
R. Rudy Filek
FRONT:
Ellen Falk Hirsch
Not pictured:
Antoinette Y. Farmer

2014 DISTINGUISHED ALUMNI AWARD

R. Rudy Filek (BS '54, MEd '59, PhD '72) has had a long career involved with enhancing higher education throughout the Appalachia region of Western Pennsylvania and West Virginia. Following graduation from the School of Education, he served in the U.S. Air Force Reserve, rising to the rank of lieutenant while working on his master's degree in education and also serving as a teacher in the Pittsburgh Public Schools. He worked not only in public schools but also as the director of continuing education at Penn State Greater Allegheny and at West Virginia University as associate, interim, and full dean of the evolving West Virginia University Extension Service, where he spent more than 23 years as an innovative leader and trailblazer for his discipline. Collectively, these activities and programs have raised

the profile and value of community outreach education throughout West Virginia and Western Pennsylvania.

2014 EARLY CAREER AWARD

Francesca Amati (PhD '09) began her scientific career with a postdoctoral position in the lab of Bret Goodpaster in the University of Pittsburgh School of Medicine. After being awarded a junior investigator grant by the Swiss National Science Foundation (equivalent to a K award from the National Institutes of Health), she returned to her native Switzerland in May 2010 to start her own independent research group at the University of Lausanne. Amati obtained further funding, secured her lab and research team, and succeeded in installing her own clinical research cohort that studies the effects of exercise in the prevention of diabetes in senior citizens.

Amati was a trained medical doctor in internal medicine and diabetology in Switzerland before coming to Pittsburgh to pursue her graduate studies. In the past two years, she has succeeded in setting up and maintaining a new outpatient clinic called Sports and Diabetes, which is dedicated to patients with metabolic diseases. While at Pitt, she was active as a student on research grant committees and also was a member of the School of Education Alumni Society Executive Committee.

Katie Clark Patterson (BS '08, MEd '09) became a high school special education teacher at Propel Andrew Street High School following her graduation from the School of Education. Patterson has emerged as a teacher leader, and last year, Propel recognized her contributions and talent as an educator and promoted her to special education coach. Throughout her brief career,

Patterson has worked diligently to teach and advocate for students with disabilities. She also is currently a transition coordinator for Propel Schools.

Patterson has presented at national, state, and local conferences on teaching self-advocacy, transition, coplanning, data-driven instructions, and effectively working with para-educators. She's been involved with various initiatives at Propel, creating a community-based instruction program for students with special educational needs at the high school level, partnering with the Friendship Circle of Pittsburgh, and coordinating a partnership with Pennsylvania Training and Technical Assistance Network as well as Rehabilitation for Empowerment, Natural Supports, Education, and Work to provide mental health support and services for elementary school students.

2014 PRE-K-12 EDUCATOR AWARD

Brent Johnson (MEd '77) has had a long and distinguished career as a teacher, central office administrator, and principal in public schools. Although his greatest impact during his 40-year career has been with the Pittsburgh Public Schools, he has been a genuine asset to the Pennsylvania's Alternate System of Assessment (PASA) project during his eight years as a University of Pittsburgh employee. He has interacted with thousands of teachers, administrators, superintendents, and special education personnel from across the Commonwealth of Pennsylvania.

Johnson has served on curriculum, professional development, dropout prevention, and special education committees at the local and state level, and in 1994, he was named a fellow of the National Society for Experiential Education. He is a life member of the Pitt Alumni

Association and has participated in Pitt's Day of Caring. He has held numerous positions on the boards of nonprofit organizations and is active in his church and his local American Legion and Disabled American Veteran chapters.

2014 DEPARTMENTAL ALUMNI AWARDS

DEPARTMENT OF ADMINISTRATIVE AND POLICY STUDIES

Cynthia Reed (EdD '97) accepted a faculty position at Auburn University as an assistant professor of educational leadership after graduating from Pitt. Since then, she has progressed through the ranks and is now the Emily R. and Gerald S. Leischuck Endowed Professor and Director of the Truman Pierce Institute, a center for research and engaged scholarship in the Auburn University College of Education. She served as the educational leadership program coordinator at Auburn for seven years, during which time she led the team through the redesign of its principal preparation program.

Reed was the 52nd president of the University Council for Educational Administration (UCEA) and has served as a UCEA Barbara L. Jackson Scholars Program mentor for more than six years. She also is a William L. Boyd National Educational Policy Workshop presenter and mentor (UCEA and American Educational Research Association [AERA]) and a Clark scholar mentor and policy panelist (UCEA and AERA). She was the 2003 recipient of the UCEA Jack A. Culbertson Award, which recognizes innovation and excellence in early career faculty. In 2011, she was selected for Auburn University's Presidential Administrative Fellowship Program, a mentoring program designed to prepare faculty for leadership roles in higher education.

DEPARTMENT OF HEALTH AND PHYSICAL ACTIVITY

Robert Robertson (MA '67, PhD '73) is one of the most honored and respected professionals in the field of exercise physiology. He is a fellow of the American College of Sports Medicine and recently received its Citation Award for his many significant contributions to the fields of exercise physiology and physical activity. Though his contributions to the field of exercise physiology are many, he is best known for his contributions related to understanding the perceptual responses to exercise and physical activity, which have led to the widely used OMNI Perceived Exertion Scale.

Robertson joined the faculty at the University of Pittsburgh in 1976 and remained a part of it until his retirement in 2011. While a faculty member, he served as chair and coordinator of the health and physical education program and started the University of Pittsburgh wellness program in 1986. Robertson had a secondary appointment within the School of Medicine, served on a University Institutional Review Board committee, and chaired the School of Education's Promotion and Tenure Committee.

DEPARTMENT OF INSTRUCTION AND LEARNING

Sean McComb (MEd '08) is currently a teacher in Baltimore, Md., at the Patapsco High School and Center for the Arts. McComb was named 2013-14 Baltimore County Public Schools Teacher of the Year, 2013-14 Maryland Teacher of the Year, and 2014 National Teacher of the Year for his work as an English teacher and for encouraging students to enter college. With this honor, he was invited to Washington to meet with First Lady Michelle Obama and take part in discussions on how

CONTINUED ON PAGE 22

to improve access to higher education for the types of disadvantaged students he teaches.

In addition to teaching English, McComb has taught for a national program called AVID (Advancement Via Individual Determination), which teaches students study skills that will enable them to take Advanced Placement and other upper-level classes in high school to prepare them for college. McComb has been at Patapsco High School since his graduation.

DEPARTMENT OF
PSYCHOLOGY IN EDUCATION

Antoinette Y. Farmer is an associate professor and associate dean for academic affairs at Rutgers, the State University of New Jersey, School of Social Work. Her research focuses on examining the social and interpersonal factors that affect parenting as well as how parenting practices influence adolescents’ high-risk behaviors, such as delinquency and substance abuse. Her work in the area of parenting has led her to develop and test models to determine what variables may mediate the relationship between parenting and adolescent outcomes. She also is beginning to examine the effects of fathers’ parenting practices on adolescents’ high-risk behaviors.

Farmer’s work also has examined the effects of religion and spirituality on adolescents’ high-risk behaviors. In order to carry out her research agenda, she conducts quantitative data analysis using large national data sets. Farmer’s research has been published in *Social Work*, the *Journal of Social Service Research*, and *Children and Youth Services Review*. She has also written several chapters on this issue, with the most recent one appearing in *The Handbook of Social Work Research Methods* (second edition).

2014 FALK SCHOOL
OUTSTANDING
ALUMNI AWARD

Ellen Falk Hirsch was part of a small group of children who would be the first to graduate in 1942 from the newly established Fanny Edel Falk Elementary School. She is the eldest of Leon Falk Jr. and Katherine Sonneborn Falk’s five children. Leon and his sister, Marjorie Falk Levy, established the school in 1931.

After graduating with a bachelor’s degree from Pitt, she started her professional life as a Head Start pre-K teacher in the New York public school system, which was followed by a move to Philadelphia, Pa., to work as a kindergarten and then special projects teacher.

Hirsch moved with her husband and two young daughters to Jerusalem, Israel, in 1971, where, for the next 20 years, she held a number of public relations and English editing positions, culminating with a 15-year association with the Israel Information Center, for which she prepared written materials for distribution by Israel’s embassies and consulates throughout the world. She retired in 1996 and returned home to her family in Pittsburgh.

2014 STUDENT
LEADERSHIP AWARD

Joshua “JC” Childs is a graduate student researcher at the University Center for Social and Urban Research working on its Pittsburgh Neighborhood and Community Information System project. Childs is involved with the Center for Urban Education within the School of Education, where his work includes creating and supporting various research projects geared toward improving urban education locally, regionally, and nationally.

He also serves as the business manager for the Council of Graduate

Students in Education. He was selected for the 2014 David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy and was selected as a University Council for Educational Administration Barbara L. Jackson scholar for the 2011–13 class.

2014 ALUMNI
DISSERTATION AWARD

Miray Tekkumru Kisa (PhD ’13) has been working as a postdoctoral associate at the Learning Research and Development Center. Currently, she is working with Christian Schunn and Mary Kay Stein on a National Science Foundation-funded project that focuses on the design, implementation, and study of Science, Technology, Engineering, and Math (STEM)-based curriculum materials that aim to teach ideas in biology that are tied to mathematics concepts and use engineering principles in project-based activities within high school science classrooms.

Tekkumru Kisa’s research focuses on designing innovative tools (e.g., video cases, educative curriculum materials) and environments (e.g., professional development, Web-based learning environments) and studying their effectiveness for supporting teachers’ learning and instructional improvement. She is interested in supporting the effective use of cognitively demanding tasks in science and mathematics classrooms. In her research, she has investigated science teachers’ learning to select cognitively demanding tasks and notice important features of classroom interactions that are needed in order to maintain high levels of student thinking and reasoning during the enactment of cognitively demanding tasks.



“We are making this gift in recognition of dean Alan Lesgold’s accomplishments and his exceptional service to the School of Education.”

-THE GOLDMANS

the world’s first accredited online school district. These projects provide online schooling opportunities to a broad range of students, including youth who are incarcerated and adults needing a second chance to complete a full high school program.

The Goldmans, who met in 1958 while both were students at Taylor Allderdice High School in Pittsburgh’s Squirrel Hill neighborhood, also have a strong history of providing financial support to the School of Education. The couple, who are life members of the Pitt Alumni Association, have been giving to the school since 1976. In 2013, they established the Richard M. and Renée K. Goldman Educational Entrepreneurial Fund with a \$50,000 gift to support the development of online programming in the area of educational entrepreneurship.

“The Goldmans’ lifelong commitments to educational access and innovation echo the fundamental commitments of the University of Pittsburgh’s School of Education, making their gift all the more meaningful to us. Their generosity will ensure that our

School of Education continues to be a national leader in improving schools and the lives of students for years to come,” said Patricia E. Beeson, Pitt provost and senior vice chancellor.

Richard M. Goldman earned a Bachelor of Arts degree from Pitt’s Kenneth P. Dietrich School of Arts and Sciences in 1964, followed by a Master of Education degree in 1966 and a PhD in 1970, both from the School of Education. He has served on the faculty at the University of Pittsburgh, the University of Haifa, and Kent State University. He also has served as dean of the graduate school of education at Nova Southeastern University in Florida.

Renée K. Goldman earned a Bachelor of Arts degree from Pitt’s Kenneth P. Dietrich School of Arts and Sciences in 1963 and a Master of Education degree from the School of Education in 1965, along with a doctor of education degree from Nova Southeastern University in 1985. Renée’s work in establishing the Goldmans’ educational ventures has been recognized by a number of organizations. She has received the Trendsetter Award from *Florida Trend* magazine, was chosen as Broward County’s Businesswoman of the Year, and has been recognized by the *South Florida Business Journal* as a leading woman entrepreneur and as a respected leader in the field of education.

“We are making this gift in recognition of dean Alan Lesgold’s accomplishments and his exceptional service to the School of Education,” said the Goldmans. “Through his leadership, the school has flourished as a world-class research institution with top faculty and a focus on producing quality leaders who will help advance the field of education for generations to come.”

Lesgold is a professor and dean of the School of Education and also professor of psychology and intelligent systems in the Kenneth P. Dietrich School of Arts and Sciences. He is a lifetime national associate of the National Research Council and also served as chair of the National Research Council Committee on Learning Sciences: Foundations

and Applications to Adolescent and Adult Literacy.

During his time as dean of the School of Education, Lesgold was instrumental in the founding of the Center for Urban Education; hired 32 of the school’s 55 tenured and tenure-stream faculty members, with several new faculty members set to arrive this fall; has seen the school move from 47th to 22nd in *U.S. News and World Reports’* rankings of graduate programs in education; helped raise more than \$57 million for the school while also increasing its overall grant funding to an average of \$500,000 per faculty member; led a push to improve the school’s physical space; and oversaw the redesign of key professional programs, including the school’s teacher preparation programming and the Doctor of Education program, which is now a cohort program aimed specifically at professionals wishing to upgrade their careers.

Lesgold is on the board of Teaching Matters, a New York nonprofit that focuses on helping teachers work together in their schools to more effectively serve all students, and has served on the YouthWorks, Inc. board. He is a fellow of the American Psychological Association in experimental, applied, and educational psychology and also a fellow of the Association for Psychological Science and the American Educational Research Association. He was president of the Division of Applied Cognitive Psychology of the International Association of Applied Psychology from 2002 to 2006. Former Pennsylvania Governor Edward G. Rendell appointed Lesgold as a member of the Governor’s Commission on Preparing America’s Teachers in 2005, and Lesgold served on the state’s commission on cyber high schools as well.

Lesgold received his PhD in psychology from Stanford University in 1971 and also holds an honorary doctorate from the Open Universiteit in the Netherlands. ■

See feature on the Goldmans on pages 26–27.

ALUMNI HIGHLIGHT: SEAN McCOMB (MEd '08)

SEAN McCOMB WALKS THROUGH THE “DOOR OF OPPORTUNITY” AND PULLS OTHERS THROUGH

Out of more than 3 million teachers in the United States, School of Education alumnus **Sean McComb** (MEd '08) was named National Teacher of the Year by the Council of Chief State School Officers this past spring and was honored at a ceremony with President Barack Obama. McComb, 31, currently works as a high school English and Advancement Via Individual Determination teacher at Patapsco High School and Center for the Arts in Baltimore, Md. He also was named 2013–14 Maryland Teacher of the Year and the 2013–14 Baltimore County Public Schools Teacher of the Year.

In a recent interview, McComb talks about his motivation to teach, the challenges in today's classrooms, and the importance of sharing that door of opportunity.

Q. What was it about teaching that drew you toward it?

A. Teaching was the plan leaving high school because my high school experience was really challenging. My parents were divorced, my mother was an alcoholic, and I was living with her. That can have a really tough effect on a kid. When I was a junior, both of my parents were out of work, and there was a lot of anxiety about my future. So in my high school experience, there were times when I was definitely not seeing a very bright future for myself, but I had teachers who saw potential [in me] and showed me that I could expect more of myself. Without that attention, I could be living a very different life right now.

Q. What was it that those teachers saw in you? Was it some desire to better yourself or get out of those tough circumstances?

A. They told me later [that] they always saw “potential for more.” I see that now as a teacher, too. There are some students in whom you make a special investment because you see a certain need, but there's also just the general investment you make. You really forget that your everyday interactions, just the way you carry yourself in the classroom, can really make a difference. So for me, teaching became the way for me to pay that forward to more kids. I saw how teachers can transform lives through firsthand experience, so it became about recognizing what they did for me and saying, “How can I not serve others in the same way?”

Q. Why did you want to teach English?

A. One of the teachers who really got through to me was a high school English teacher, and for him, it was about a passion he brought to looking at stories as a way of examining the human condition—examining who we are as people, our motivators, why we make certain choices. It's about personal connections. How do you see yourself through these stories? What can you learn about the world? It was a way into English I hadn't experienced before. It's also a way to bring kids into any subject area—by finding a way they can see it in the real world.

Q. What kind of struggles do you see at home with parents and their children with regard to education?

A. Having parents see education as an investment can be really challenging. A lot of the

challenges you see with our first-generation students are parents who are scraping together to make ends meet, and the idea of taking on \$20,000 worth of debt seems like the worst decision you could possibly make. There are parents who are getting by, so they say, “I did it this way; why is it not good enough for my kids?” and then it becomes a very difficult conversation to have. Some parents say, “I've made it on my own; my kid's going to make it on their own.” It's not always the case, but those are some of the challenges we've faced.

Q. You met Michelle Obama as part of your Teacher of the Year nomination. What was that like?

A. She has amazing personal stories and a heart for education. She's a product of public schools and went on to do amazing things. They [the Obamas] really have a heart for what we do in public education. The First Lady has this quote to college graduates: “You walk through the door of opportunity, now you need to reach back and pull somebody else through behind you.” I also think the question that should face most high schools is “What practices do you have in place to intentionally create relationships

between your staff and your students?” Not to hope that they happen by chance, but what programs and deliberate opportunities are you creating to pair them?

Q. It seems like social behaviors, people's experiences, and the larger societal picture are important to you. If you had received an offer with a more affluent school would you have taken it, or were you drawn by the challenge of being able to make a difference in the lives of students with less opportunities?

A. We know that socioeconomic have the greatest correlation to academic achievement. I could tell you the SAT scores from a school by looking at socioeconomic data and never stepping foot in it. I graduated from Upper Merion [Area High School in King of Prussia, Pa.] when I was a teenager, [and that school] has all kinds of opportunities and is a fantastic high school. But my eyes were open to the fact that it was not the experience of the average American student. Based on my friends' experiences and what I had seen there, I knew a lot of those kids were going to make it just by the power of their family lives. And every day, I learn how

“I saw how teachers can transform lives through firsthand experience, so it became about recognizing what they did for me and saying, ‘How can I not serve others in the same way?’”

—SEAN McCOMB

that is not the case where I teach and how much they need the support and stability of the school.

Social Foundations of Education was one of my favorite college courses, as it really just set the scene for education as a social institution within our country and as an opportunity to make a difference. We watched a PBS documentary that showed some of the differences in schools. Here's a school in suburban New York with rich parents and a rich community. It looks like a college campus. And here's this school in rural Mississippi, where the roof is leaking. Seeing all of these inequalities was really part of why I originally went to Baltimore County for an interview toward the end of my time at the School of Education. ■



GOLDMANS SHARE 50-YEAR PARTNERSHIP OF

Love, Education, AND Entrepreneurship

Little did Renée K. Goldman and Richard M. Goldman know when they met in 1958 in an 11th-grade English class at Taylor Allderdice High School that it would lead to a marriage and a business partnership that continue to this day.

It's a partnership brimming with the spirit of philanthropy and a desire to enrich the field of education—the beloved profession in which they've been immersed for five decades.

In that vein, the Goldmans have made a \$3 million gift to establish the Renée and Richard Goldman Dean's Chair in the University of Pittsburgh School of Education. The gift has established an endowment that will be used by the University to support the salary, professional development, recruitment, expenses, and other scholarly activities of the dean of the School of Education. Alan Lesgold, dean of the school since 2000, will be the inaugural holder of the chair.

The couple has been giving to the school since 1976. In 2013, they made a gift of \$50,000 to create the Richard M. and Renée K. Goldman Educational Entrepreneurial Fund, which supports the development of online programming in the area of educational entrepreneurship.

As to why they decided to give to the school, the Goldmans have various reasons. "Giving back to

educational causes is important to us," says Richard. "We hope it also encourages others to give to education as well. Looking back over the course of our careers, we feel we're not just business entrepreneurs, but social entrepreneurs, and this continues that legacy."

Renée's initial interest in education was prompted by her father, who thought it was important for her to have something to fall back on, and she felt that the Master of Education program at Pitt was "perfect for her." As for Richard, his passion also was propelled through Pitt. As an undergraduate, he joined an organization that offered tutoring in the Hill District neighborhood of Pittsburgh. "I found out I was pretty good with kids and realized that education might be my calling," he says.

In addition to being prepared through his MEd internship and teaching experience, Richard also met David Champagne, a Pitt professor who became his faculty supervisor as well as a mentor. "We're still close friends years later," Richard says. "There were a series of people here who got us turned on to education and wanting to make it a lifelong career."

After graduating from the School of Education with his PhD in 1970, Richard joined the school's faculty.



"I worked with professor Lauren Resnick on an early childhood program, which not only piqued my interest in the area but also led to developing a series of preschools that Renée would run."

Before becoming an entrepreneur with his wife, Richard served on the faculty of the University of Haifa and Kent State University. He also served as dean of the Nova Southeastern University graduate school of education in Florida.

While Richard worked as a faculty member, Renée was a preschool director at the Jewish Community Center of Greater Pittsburgh and then at a school in Akron, Ohio. "I really enjoyed working with young children and wanted to be my own boss, so when it came time for us to decide what we were going to do with our lives, I realized I wanted to open a child care center of my own," she says.

Thus, in 1985, their first entrepreneurial effort was born: Another Generation Preschools. "At that time, quality private preschools were largely nonexistent, and our goal was to create a model for the country," says Richard. "We used principles as well as teaching models similar to what we learned

in Pitt's programs." Renée directed the school, which eventually served 1,500 students across seven locations in Florida, making it the 20th-largest preschool operation in the United States.

The couple sold Another Generation in 1997, and around that time, a business partner and friend noted that there was going to be a need for private school education in South Florida due to a booming and increasingly multicultural population. So they founded The Sagemont School, a college preparatory school in Weston, Fla., that was among the first in the nation to establish a laptop program for all of its students. Their son, Brent, who has his doctoral degree in education, is president of the school.

"We started with 23 kids, and by 2013, there were close to 900 students between pre-K and 12th grade," says Renée. "The school currently educates kids from 100 countries."

After Sagemont, the Goldmans went on to establish and work with a number of other educational ventures, including the University of Miami Online High School, an online college-preparatory high school; Virtual Sage, an online curriculum publishing company; Smart Horizons Career Online Education, the world's first accredited online school district; and Cengage Learning, which partners with companies, such as McDonald's or Wal-Mart Stores, Inc., to provide education for its employees. These projects provide online schooling to a variety of

students, including youth who are incarcerated and adults needing a second chance at completing a high school program.

Today, the Goldmans, both 71, remain busy. Renée is active in volunteer services. She also has received an array of honors, including the Trendsetter award (Richard also received the award) from *Florida Trend* magazine, Broward County, Fla.'s Businesswoman of the Year award, and recognition by the *South Florida Business Journal* as a leading woman entrepreneur and as a respected leader in the field of education.

Richard is currently concentrating on his role as chair of the board at Smart Horizons as well as working on Chai Tech, an online program that allows Jewish children from across the country to prepare and plan for their bar and bat mitzvahs. He also returned to the School of Education in 2013 as the graduation ceremony commencement speaker. ■

"Giving back to educational causes is important to us. We hope it also encourages others to give to education as well. Looking back over the course of our careers, we feel we're not just business entrepreneurs, but social entrepreneurs, and this continues that legacy."

—RICHARD M. GOLDMAN



The Goldmans sign their gift to establish the dean's chair in the School of Education.

ALUMNI Updates

1960s

RICHARD FERGUSON (PhD '69) received a University of Pittsburgh 225th Anniversary Medallion, which was given to those who have contributed to Pitt's international reputation. The medallion was created for the milestone anniversary celebrated in 2012. Ferguson is the recently retired chief executive officer and chair of Higher Education Holdings and an adjunct professor in the University of Iowa's Department of Psychological and Quantitative Foundations, a position he has held since 1975. Previously, Ferguson held teaching appointments at Pitt, teaching statistics and research design and directing a National Science Foundation project studying individualized education. In 1972, he joined ACT, Inc., where he would craft an exemplary career lasting nearly 40 years. Ferguson's impact on education and testing extends beyond the office and the classroom, as he has presented across the nation and around the world and served on many advisory boards.

1970s

BERNARD E. BEIDEL (MEd '78) received the 2013 EAPA Lifetime Achievement Award, presented by the Employee Assistance Professional Association (EAPA) in October 2013 at its World EAP Conference in Phoenix, Ariz. He was recognized for his 39 years as an employee assistance professional and for his contributions

to the field and to the profession throughout his career. He is currently director of the Office of Employee Assistance for the U.S. House of Representatives in Washington, D.C.

1980s

FREDALENE BARLETTA BOWERS (PhD '85), professor in the Indiana University of Pennsylvania Department of Human Development and Environmental Studies and chair of the Child Development and Family Relations program, received the 2013 University Senate Indiana University of Pennsylvania's 2013 Distinguished Faculty Award for Teaching in addition to the 2013 President's Advancing Grantsmanship Award.

JANINE E. JANOSKY (PhD '86), who heads the Austen BioInnovation Institute in Akron's Accountable Care Community initiative, was honored by the White House as part of a select group known as Champions of Change in the field of prevention and public health.

ROBIN NEWHAM (MEd '80) has been named head of the Ellis School, an independent pre-K-12 all girls day school in Pittsburgh. She had been serving as the interim head of the school since September 2013.

NANCY SMITH (MEd '80, PhD '92) was named Person of the Year in the treatment category for the Western Pennsylvania area by the Council on Compulsive Gambling of Pennsylvania. The award was given in March 2014 at the Pennsylvania West State Gambling Conference

in Pittsburgh. Smith is a nationally certified gambling counselor and maintains a private practice in Bridgeville, Pa.

NORMAN A. STAHL (PhD '83) was awarded the Albert J. Kingston Award for distinguished service from the Literacy Research Association. He also coedited the book *Teaching Developmental Reading: Historical, Theoretical, and Practical Background Readings*.

1990s

NAM-GI PARK (PhD '93) received the University of Pittsburgh 225th Anniversary Medallion, which recognizes those who have contributed to Pitt's international reputation. The medallion was created for the milestone anniversary celebrated in 2012. Park is the current president of Gwangju National University of Education in Gwangju, South Korea. Previously, he was a professor at the university. Park also has served as a visiting scholar at the Institute for International Studies in Education at the University of Pittsburgh and as a consultant to the South Korean Ministry of Education. While at the ministry, he directed many projects and worked with a team of international researchers on a faculty evaluation and tenure system project and developed strategies for the globalization of Korean higher education.

2000s

JIM EARLE (EdD '09) recently had a book published, titled *100 Yards of Success: Leadership Lessons from College Football*, about the common attributes needed for leaders in both sports and business. Earle is a former associate athletic director at Pitt.

HEIDI ONDEK (EdD '03), assistant superintendent of the Quaker Valley School District, was awarded a 2013 Excellence in Educational Leadership Award by the University Council for Educational Administration. This award recognizes practicing school administrators for exemplary contributions to leadership development and school improvement.

2010s

ERICH DICENZO (MAT '13) was recently hired by Fairfax High School in Fairfax, Va., as its theater arts department director. DiCenzo earned his Master of Arts in Teaching degree at the School of Education after returning to Pittsburgh from New York, N.Y., and working as an actor for a few years.

2015 ALUMNI AWARDS

NOMINATE A SCHOOL OF EDUCATION GRADUATE FOR A 2015 ALUMNI AWARD

The University of Pittsburgh School of Education honors the outstanding accomplishments of its graduates through its alumni awards program. 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.

If you would like to nominate a School of Education graduate for an alumni award in 2015, please visit the school's Web site to download the nomination form and return it to the School of Education by December 31, 2014. In addition to the nomination form, please include a brief description (two pages or less) of how the nominee contributes to the categories listed on the nomination form, the nominee's curriculum vitae and/or résumé, and other supporting documents. The entire nomination packet should not exceed seven pages in length.

If you have any questions or would like to submit a nomination, please contact **Michael Haas**, director of constituent relations in the School of Education, at mbh26@pitt.edu or **412-648-1789**.

School of Education Celebrates Homecoming on October 24

The School of Education invites its alumni to attend the school's homecoming weekend reception for an evening of reconnecting with fellow alumni and friends. Hors d'oeuvres and refreshments will be served before the fireworks and laser show, which is part of the University of Pittsburgh's Homecoming 2014 celebration in October.

WHEN: Friday, October 24, 2014, 7-9:30 p.m.
WHERE: Pittsburgh Athletic Association, 4215 Fifth Avenue, Pittsburgh, PA 15213 (Johnny Majors, Patrician, Crown, and Mural rooms)

If you have any questions or would like to RSVP, please contact **Susan Sherlock** at sks@pitt.edu.

School Mourns Loss of Professor



Kevin Hyunkyung Kim, a highly regarded University of Pittsburgh faculty member whose scholarship was in the

areas of statistical methods and behavioral and social sciences, died unexpectedly of natural causes on July 18, 2014, at his home in Sewickley, Pa. He was 45.

Kim began working at the Pitt School of Education in 2003 as an assistant professor and became an associate professor of research methodology in 2009. He also had secondary appointments as both an associate professor of business administration at the University of Pittsburgh Joseph M. Katz Graduate School of Business and as an affiliated faculty member in the Department of Medicine.

“Kevin was a wonderful colleague and a fine teacher and scholar,” said Alan Lesgold, Renée and Richard Goldman Dean of the School of Education. “We all will miss him. May Kevin’s memory be a blessing and inspiration to his friends and colleagues.”

Kim’s scholarly work focused on using advanced statistical methods to address important issues in education and in the behavioral and social sciences. In particular, his research focus was on structural equation modeling, multivariate statistics, multilevel modeling, and Asian American mental health. He published in methodological journals and journals in many other academic disciplines and worked as a coinvestigator on numerous federally funded grants with

faculty throughout the University of Pittsburgh and at other universities. In 2006, he cowrote the book *Univariate and Multivariate General Linear Models: Theory and Applications with SAS*.

“Kevin was extremely generous with both his time and his expertise. He spent many hours with both students and faculty sharing his deep knowledge of quantitative methodology. His intellect, wit, and humor will be remembered by all.”

-SUZANNE LANE,
CHAIR OF THE SCHOOL OF
EDUCATION'S DEPARTMENT OF
PSYCHOLOGY IN EDUCATION

In 1996, Kim received a bachelor’s degree in psychology from California State University, and he later attended the University of California, Los Angeles, receiving both his master’s and doctoral degrees in psychology with a concentration in quantitative methodology. He was born in South Korea and moved to Los Angeles when he was in elementary school.

Kim is survived by his mother and two brothers.

The School of Education held a memorial service in September at Heinz Hall. ■

David MacMillan Crossman,

80, a former longtime faculty member in the School of Education, died on October 4, 2013, from complications of Parkinson’s disease. He began his teaching career at Elmira College, where he taught from 1958 to 1962, before working as an associate in the New York State Education Department until 1967. Most of Crossman’s career, however, was spent at the University of Pittsburgh School of Education, where he was a professor of instructional design and technology from 1967 to 1999. His work ranged from early radio teaching labs to Internet-based instruction. He is survived by his wife of 58 years, Marian Stell Crossman; daughters Janet C. Munger and Julia C. Holland; and seven grandchildren.

Henry Hausdorff,

81, professor emeritus, died on June 30, 2014, in Boca Raton, Fla. He previously served as chair of the former departments of educational research and higher education in the Pitt School of Education. Hausdorff is survived by his wife, Irma Hausdorff; his children, Debra (Elliot) Goldberg, Lauren Hausdorff, and David Hausdorff; eight grandchildren; and six great-grandchildren.

Tsai-Ping Ju (MEd ’84, PhD ’89) died on August 1, 2014.

Horton Southworth,

a professor emeritus in the Department of Instruction and Learning, died on July 8, 2014. The youngest of three brothers,

he was born April 2, 1926, to Fred and Bertha Southworth of Monroe, Mich. After serving in the U.S. Navy during World War II, he dedicated his life to education as a teacher, principal, scout leader, and professor at both Pitt and Duquesne University. Southworth was a longtime resident of the Pittsburgh neighborhood of Point Breeze. He is survived by his wife, Jamie Southworth; seven children and stepchildren; and a number of grandchildren and great-grandchildren.

E. Ross Stuckless,

(PhD ’64), 80, died on July 21, 2014, in Connecticut. Stuckless was an integral part of the Rochester Institute of Technology’s National Technical Institute for the Deaf (NTID). Stuckless, whose younger brother was deaf, was the first hearing faculty member hired at NTID. He started in September 1967 after serving as coordinator of the University of Pittsburgh’s doctoral program in education of deaf students. He also served as an instructor at the American School for the Deaf and as an instructor and psychologist at the Western Pennsylvania School for the Deaf

in Pittsburgh. He is survived by his sons, Randy, E. Ross “Rusty,” and Evan, and stepdaughter Melinda Smith as well as 11 grandchildren.

Robert M. Wilson,

(EdD ’60) died on March 2, 2014. He was 84. Wilson earned his Doctor of Education degree in reading education and was recognized as an Outstanding Alumnus by the School of Education. He was the husband of Marcia Mathias Wilson; father of Rick Wilson, Jim Wilson, Sharon Wilson Rushton, and Jorge Wilson. Wilson also is survived by eight grandchildren and six great-grandchildren.

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NEW!

We’d love to hear about your job, graduate studies, professional accomplishments, volunteer work, or anything else you would like to share. Complete and return this form, and you could be highlighted in the next issue of *School of Education News*.

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ANSWERING AN AGE-OLD QUESTION

During Dean Alan Lesgold's recent trip to Israel and Jordan to review Israeli university education programs, he took a hands-on approach to teaching the old math problem:

"If a train leaves station A going 72 miles per hour, and a second train leaves station B ..."

