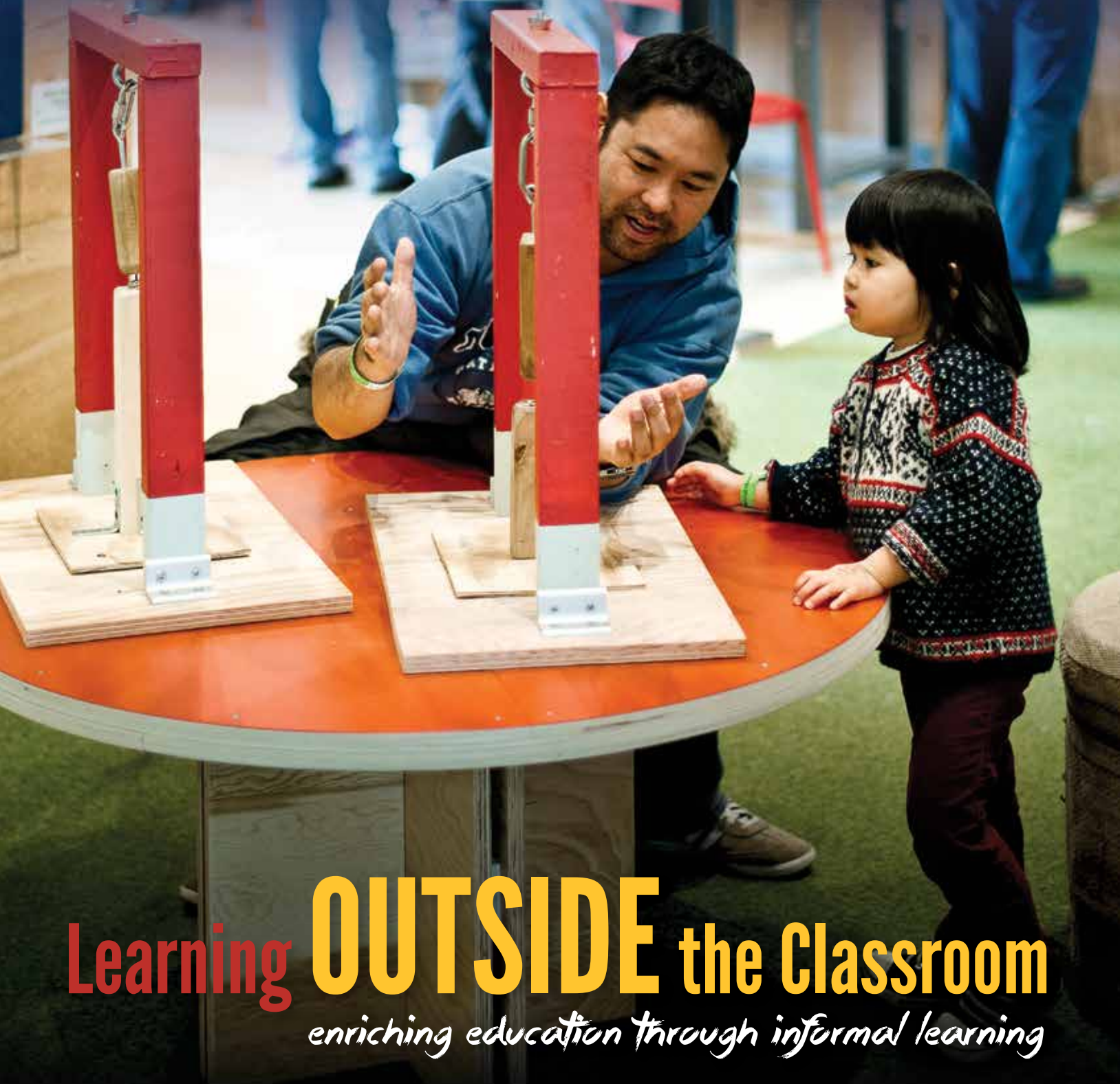


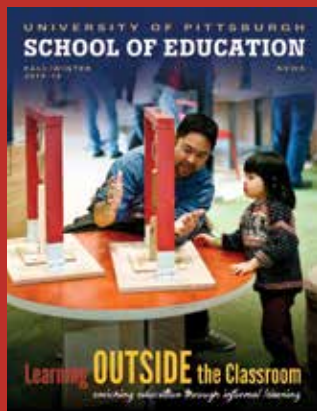
UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION

FALL/WINTER
2015-16

NEWS



Learning **OUTSIDE** the Classroom
enriching education through informal learning



ON THE COVER

Kids are encouraged to tinker, invent, and build at the Children's Museum's MAKESHOP, a collaboration among the museum, Pitt, and Carnegie Mellon University.
[Photo credit: Anthony Musmanno.]

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FROM THE DEAN



ALAN LESGOLD

LEARNING Inside and Outside OF SCHOOL

One of the most exciting developments in education in recent years has been the “maker movement.” In classrooms, in museums, and in other settings, children are making things. In recent weeks, I’ve seen young children programming graphics to move around on screens, building a robot that can tie shoes, using a 3-D printer to create sunglasses, and making their own musical instruments. It’s important to think about why this is happening and which children gain what capabilities from participating.

Fifty-five years ago, when I was in school, the boys, at least, got to make some things. I recall making an end table in wood shop and a sugar scoop in metal shop. An important point about those shop classes was that they had very specific goals. Whether it made sense or not, shop teachers focused on teaching children to use basic woodworking tools and simple machine tools, and they also had specific goals related to making us self-sufficient in the home with respect to electrical circuits—in those days, no one at my income level called an electrician to replace a bad light switch. The community in which I grew up believed that every boy at least needed to know how to use a saw, hammer, screwdriver, soldering iron, pliers, and other basic tools. It also

believed that every girl needed to learn how to sew and cook. When we became more conscious of gender inequities in all of this, we mostly stopped teaching any of it to anyone, regrettably.

Today’s maker movement also is driven in part by curricular goals, though it is not clear that schools and parents have the same goals in mind. To many parents, maker activities are important because they teach coding skills, or the ability to program computers large or small to do things. To many of us within education, maker activities are simply another kind of project activity that affords opportunities for students to learn the 21st-century skills of applying old knowledge to new situations, solving problems creatively,

collaborating on team efforts, and communicating effectively. To both groups, maker activities also are important because they attract children to invest significant effort—something not universal in school classrooms.

At a time when too much of schooling is tightly regimented, maker activities attract a lot of students to work hard on a project when they otherwise would not be as likely to engage and persist in learning activities. While there certainly are exceptional classrooms in schools serving less-privileged children, one general observation is that schools for the wealthy tend to have more project-based learning, more maker activity, more collaborative work, and less of the total school day spent highly focused on rather microscopic curricular goals. Many teachers wish they could do more project tasks in their classrooms but believe that they don’t know how to get all of their students to engage in such tasks. Because the ability to orchestrate maker activity and other project-based learning is not universal, it is not unusual to hear that a classroom can’t have such activities because the children don’t get enough parental support to get projects done. If the maker movement is to transform schooling, then we need to prepare new teachers to teach using maker activities and to help experienced teachers expand their skills to include new maker approaches. And, of course, we need to be sure that what we prepare teachers to do is really good for their students.

Given the initial successes and dramatic outcomes of maker projects around the country, it is important for educational researchers to better understand



[W]e need to learn not only what constitutes effective maker-based teaching but also how to plan it for an individual classroom, for a school, for a district, and for a state.

what can be learned from such activities; how to design maker spaces to promote substantial learning; and how to assess what changes in children’s knowledge, skills, and dispositions as a result of one kind of maker activity or another. There are other important research tasks related to this, too. How do we get children to engage and persist in maker projects? How do we prepare teachers to engineer an environment in which students make many decisions about what to do rather than simply enacting a script for direct instruction? How should maker spaces and the mentoring of making best be structured so that all children—rich and poor, male and female, outgoing and shy, self-directed and other directed, academically advanced and behind in school—are served?

This issue of *School of Education News* addresses some of these questions. The stakes are high because the children of the wealthy get a lot of maker-type schooling. To serve the rest of our children,

we need to learn not only what constitutes effective maker-based teaching but also how to plan it for an individual classroom, for a school, for a district, and for a state. After all, the real gap between wealthy and less-privileged children today is in how they are prepared for life, not merely in how many points they got on a standardized test that only measures thinking that can be done quickly while working alone. We have plenty of work ahead of us, and there is enough work to keep many schools of education busy. What we learn will make a difference. And if we keep learning more about how maker and other student-directed activities promote readiness for a good life, we will serve the next generation well.

Best wishes,

ALAN LESGOLD,
Renée and Richard Goldman Dean

Getting **UPCLOSE** to out-of-school learning

by Kevin Crowley, professor and director of UPCLOSE

The University of Pittsburgh School of Education is an international leader in understanding and supporting learning as it happens in out-of-school environments, such as museums, youth community programs, and family settings. Our faculty members and graduate students are pursuing studies that explore the unique and special power of informal learning environments: the intrinsic motivation, the connection to self-identity, the social nature of learning, and the positive impact on youth development.

The outcomes that are most strongly supported by informal environments often are the very same outcomes that are most difficult to support in classrooms. At a time when many people are calling for increased attention to 21st-century skills as well as equity and diversity, we see tremendous potential for out-of-school learning opportunities to change the lives of youths as well as adult learners. We are working toward a day when the informal education system is understood to be an integral part of education in America and around the world.

The articles in this issue help to make the argument that formal and informal education systems are best considered as coexisting

as part of a learning ecology. We think of learning as children and youths pursuing pathways through the ecology that are driven by individual interests and that cross the boundaries of school and home experiences as well as after-school and summer activities. The pathways that learners could follow are diverse; they might revolve around a child's interest in, for example, nature, robots, art, science, medieval history, or digital gaming.

The School of Education and the Learning Research and Development Center have established a center to pursue studies of informal learning and to explore connections between in- and out-of-school learning. We call it the University of Pittsburgh Center for Learning in Out-of-School Environments (UPCLOSE), and we are working to establish strong evidence for the impact that informal experiences can have on learners of all ages. Lines of work focus, for example, on how children's everyday interests can be cultivated into islands of expertise that serve as future learning resources in science. We have investigated how families can be developed into stronger learning systems and how museum visits can be transformed into moments when families can

The following pages outline some recent UPCLOSE partnerships and projects as well as some general out-of-school and informal learning projects within the School of Education.

rehearse powerful ways of talking about the disciplines. To further this commitment to the field, the School of Education has even developed an area of concentration in out-of-school learning that will begin in summer 2016 as part of our three-year part-time EdD program.

UPCLOSE serves as a way for researchers to partner with a wide range of informal educational institutions both locally and nationally. These partnerships have focused primarily on developing educational experiences in science, technology, and art and have involved community-based organizations, science museums, art museums, children's museums, media production companies, university outreach programs, and issue advocacy groups. The following pages outline some recent UPCLOSE partnerships and projects as well as some general out-of-school and informal learning projects within the School of Education. •

CLIMATE CHANGE Education through Community-level Learning in Pittsburgh

by Lauren B. Allen and Mary Ann Steiner, doctoral students and UPCLOSE members

In response to the coming challenges of climate change in the northeastern United States, many organizations around Pittsburgh have joined the Climate & Urban Systems Partnership (CUSP). CUSP is a five-year \$5.9 million National Science Foundation grant awarded to four major science museums and two major university partners in four cities in the mid-Atlantic region: New York, N.Y.; Washington, D.C.; Philadelphia, Pa.; and Pittsburgh. In these four cities, networks of diverse organizations—drawn from the education, government, environment, and community sectors—are working together on education and outreach to help the cities adapt to the conditions that we will see in the future.

The University of Pittsburgh Center for Learning in Out-of-School Environments (UPCLOSE) is leading the learning sciences component of the project for all four cities. Interventions are based on three design principles:

- **relevance**, which allows people to see why they should care and how they can make meaningful choices
- **participation**, which helps to create a sense of responsibility among those in communities
- **interconnectedness**, which highlights how systems in the city and the environment are connected and the fact that collective city-scale actions are necessary to adapt to climate change

These guiding principles, grounded in learning research and the psychology and sociology of climate change, serve as a framework for CUSP hub organizations and

their networks to design the platforms for engaging each city at a community level in learning to respond to climate change.

Each city has taken the lead in developing interventions to involve people in learning about and responding to climate change. We have been sharing our interventions and ways of working throughout the four cities, and UPCLOSE researchers are studying the impacts of these interventions as well as how the city-based networks grow and change.

In Pittsburgh, the Carnegie Museum of Natural History is leading a hub that includes a range of community partners, including the Pittsburgh Parks Conservancy, the Nine Mile Run Watershed Association, and Tree Pittsburgh—all of which are interested in engaging the city's residents in learning to respond to climate change and its impacts. The Pittsburgh hub has been focusing particularly on building activity kits that the partners can take to community festivals and engage audiences all over the city with common climate-change education experiences.

The festival kits are hands-on activities that can be used to start conversations with a wide range of citizens and spark actions such as people posting their observations about climate to the CUSP online climate change map. One of Pittsburgh's challenges in the coming years will be to control a rapid increase in combined sewer overflows during intense rain events. Some of the kits focus on solutions to control storm water, such as the use of residential rain barrels.

In Philadelphia, the CUSP networks are focusing on neighborhood-specific interventions, such as putting signs about climate change up in the community, staging climate change-themed events, and working with local senior and youth centers. In New York, the CUSP network is focusing on digital tools and social networks to support an interactive map about climate change in the city. In Washington, D.C., the network is focused more on policy issues, with events that help staff members of governmental and nongovernmental organizations learn to interact with the public in educational venues.

In each of the cities, UPCLOSE is tracking how citizens learn and how the networks are collaborating and changing over the course of the five-year project. This collaboration represents a new frontier for informal learning research because the interventions take place as part of a linked city-scale intervention attempting to change what people know about climate change as well as but also how they use that knowledge for action. •



UPCLOSE featured tents and booths at the annual Allegheny County Sanitary Authority open house and festival in September 2014.



Building as Learning at the Children's Museum's Makeshop

by Lisa Brahms (PhD '13), director of learning and research, Children's Museum of Pittsburgh, and visiting researcher, UPCLOSE, and Peter Wardrip (PhD '14), learning scientist, Children's Museum of Pittsburgh, and visiting researcher, UPCLOSE

The Learning and Research Department at the Children's Museum of Pittsburgh is composed of a small team of researchers and practitioners who are working in collaboration with the University of Pittsburgh Center for Learning in Out-of-School Environments (UPCLOSE) to meaningfully change the face of informal learning here in Pittsburgh as well as on a national level. The focus of much of our research and practice is on "making" as a learning process.

Making is a process involving learning through inventing, tinkering, and building that exists at the crossroads and fringes of disciplines such as science, technology, engineering, art, and mathematics. Many schools and informal learning environments—such as museums and libraries—are investing in making by designing programs, activities, and exhibits that encourage children's engagement with physical and digital materials, tools, and processes as learning



experiences. Making has been hailed by the White House for its potential to encourage youths to become interested and engaged in STEM (science, technology, engineering, and mathematics) education, which can serve as a pathway to STEM-related careers, and for the wellspring of political and economic rebirth making has brought about.

The Children's Museum has its own program and exhibit for children and families dedicated to making—often referred to as a "makerspace"—called MAKESHOP, a collaborative project with Carnegie Mellon University's Entertainment Technology Center and UPCLOSE. MAKESHOP's dedicated facilitation team, with expertise in the areas of digital media, sewing, flexible materials, electronics, woodworking, and informal learning, helps visiting children and families to translate their visions into tangible products.

Opened in 2011, MAKESHOP also serves as a laboratory for the informal learning community and, as such, has established the Children's Museum as a national leader in advancing efforts to support understanding around making. Through a grant from the Institute of Museum and Library Services (IMLS), MAKESHOP has identified a set of learning practices of making to help guide future designs and track shifts in engagement: inquire, tinker, seek and share resources, hack and repurpose,

express intention, develop fluency, and combine and complexify.

The museum also is collaborating with IMLS to develop a national framework to support learning in other museum and library makerspaces. And, together with UPCLOSE and Pitt's Learning Research and Development Center, the Children's Museum cohosted and organized the first major meeting of making researchers from across the country in July 2014. These efforts will guide practitioners in the design of new spaces and programs.

In addition to furthering the conversation around making with regard to museums and libraries, the Children's Museum is working with an array of schools and social service organizations. Through a new grant from IMLS, we are working with ACTION-Housing, Inc., a Southwestern Pennsylvania-based nonprofit, to design, implement, and research a makerspace in a housing unit serving youths who have aged out of the foster care system. In cooperation with the crowdfunding site Kickstarter, Inc., we also are piloting an effort to nationally scale making in schools—supporting 10 schools in Western Pennsylvania and West Virginia to raise funds to create school-based makerspaces—as making gains momentum as an educational innovation within both informal and formal settings of learning. •

MAKESHOP

COLLABORATING WITH MUSEUMS AND SCHOOLS TO MAKE FIELD TRIPS MORE BENEFICIAL

by Karen Knutson, associate director, UPCLOSE

The overall field of informal learning has emerged through the study of museums, and the University of Pittsburgh Center for Learning in Out-of-School Environments (UPCLOSE) is continuing that rich tradition.

Natural history museums contain specimens that serve as the scientific record of the natural world. Collections in these museums are cared for by on-staff scientists and curators who also research the collections. The potential for students to learn from original collections is great but challenging, as visitors may lack the context to make sense of observed details and subtle distinctions.

UPCLOSE has conducted studies of learning in many different kinds of museums across the United States and has developed partnerships with several Pittsburgh-area museums, including the Carnegie Museum of Natural History (CMNH) and the Children's Museum of Pittsburgh, to help provide this context.

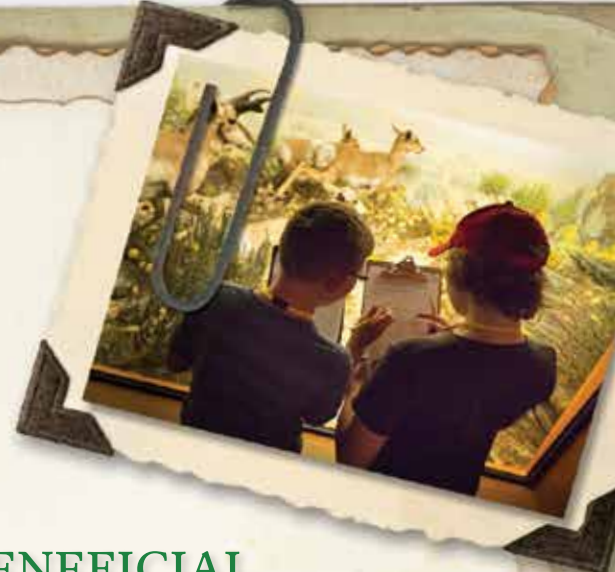
At CMNH, two projects stand out as illustrating the potential power

of learning that can be supported in natural history museums. A three-year project funded by NASA helped the museum to develop a new field trip experience that was aligned with the Pittsburgh Public Schools (PPS) curriculum. The ambitious project explored the creation of new materials, and Pitt School of Education Professor Kevin Crowley and doctoral student Lauren Allen developed new models for tour guide training and tour structure. PPS science coordinators worked closely with the museum-based team to develop new materials and to ensure that the tours would align with curricular needs. Tour content was directed toward a specific week and unit in the science curriculum.

The project also extended the learning of museum staff by creating a community of practice with three other informal science learning organizations in the city: the Pittsburgh Zoo & PPG Aquarium, Phipps Conservatory and Botanical Gardens, and the National Aviary of Pittsburgh. CMNH worked with these other organizations to develop similar

tours for their locations, with museum staff helping with tours and the development of previsit materials. These groups previously had never had the chance to work together in such an in-depth way. The project was piloted for two years, and visits to the museum were provided for all PPS eighth graders.

Pitt graduate student and UPCLOSE members also have produced several dissertations through the work with CMNH, and alumni have gone on to work in the museum. UPCLOSE and CMNH have collaborated on holding a joint seminar for museum staff and Pitt graduate students who both created and studied a hands-on exhibit area called Discovery Basecamp. This popular exhibit area provides touchable specimens and educational materials for families to help them focus on developing observational skills, comparing and contrasting specimens, and thinking about habitat and ecosystem needs. Families can then use the approaches developed in the exhibit area as they visit the rest of the museum. •



Pittsburgh Public Schools science coordinators worked closely with the museum-based team to develop new materials and to ensure that the tours would align with curricular needs.



BRIDGING THE DIVIDE BETWEEN IN- AND OUT-OF-CLASSROOM LEARNING

By Stacy Kehoe, doctoral student,
and Jennifer Lin Russell, associate professor

In summer 2014,

a small group of local high school students spent five weeks studying the organisms and environments of our parks alongside experts in a pilot summer program through the Pittsburgh Parks Conservancy called Young Naturalists. These students learned about plants and animals alongside expert naturalists while working to improve the health of local parks by controlling erosion, managing and monitoring invasive species, repairing trails, and caring for trees. They were given access to resources from organizations across the region—including Tree Pittsburgh, the Audubon Society of Western Pennsylvania, and the Animal Rescue League Shelter & Wildlife Center—that specialize in the conservation and identification of birds, trees, and animals. These learners were engaged in intensive, hands-on experiences that looked very different from the type of learning we typically associate with schools.

This program is not the only one of its kind. Metropolitan regions like Pittsburgh are rich with this type of out-of-school learning, in which youths develop interests, skills, and expertise. This type of learning falls under the area of informal education, meaning education that doesn't happen in classrooms but can occur during school hours, as compared with more formal, in-classroom learning. The expanse between these areas is what we consider the regional learning landscape. At the heart of informal learning is the assertion that learning and development are not limited to the boundaries of the classroom or the schedule of the academic calendar. There is growing consensus among learning scientists that these learning programs create rich learning experiences that impact learner interest and identity formation in ways that our traditional classrooms may not be equipped to provide. Through the University of Pittsburgh School of Education and our partners, we are attempting to

improve the recruitment of individuals for these types of programs as well as the structure of them.

Our work starts with the belief that this assertion is true—that informal learning opportunities enrich and inform the learning that takes place within the classroom and can strengthen student learning and development outcomes. We're striving to complement the findings of researchers who have produced abundant examples of individual development in these programs with our studies that focus on the social supports embedded in organizations that help to provide these students with access to high-quality learning opportunities. Given the well-documented positive impact of informal learning, it is no surprise that there is growing enthusiasm in the education field for collaboration between informal learning programs and K-12 school systems.

While these collaborations are a promising link across the formal

and informal learning divide, they are only one type of program in the larger learning "ecosystem." Last year, we conducted a study of informal learning opportunities related to environmental education to answer the following questions: What does a regional learning landscape look like for a young person who wants to explore or delve deeper into an interest area? What patterns of access emerge across the landscape, particularly through partnerships between schools and informal learning programs?

Our study focused on exploring these informal environmental programs throughout the Pittsburgh region. While the study revealed a landscape rich with opportunities occurring in the classroom through informal-formal partnerships as well as opportunities outside school, our investigation of access across these types of partnerships found gaps in access to more intensive programs, fragile links between informal learning providers and schools that depend on individual teachers when institutional support is lacking, and cracks in the pathways between informal learning partnerships and out-of-school programs.

As our learning landscapes change in response to technological innovation and demand for novel out-of-school learning environments that facilitate deeper learning, there is a need for more structure in our learning organizations, both formal and informal, to help our youths not only have access to these learning opportunities but also recognize themselves as learners who are capable and deserving of these experiences. The Young Naturalists program has been a perfect example of this structure.

What made the Young Naturalists program extraordinary was not only the experiences that the Pittsburgh Parks Conservancy provided during the program hours but also the strategic supports it put in place to

construct a pathway across learning settings. Drawing on our findings from our environmental education learning study, the Pittsburgh Parks Conservancy collaborated with us on a design research project aimed at improving the recruitment and movement of learners to the Young Naturalists program. Together, we developed a process that positioned teachers to identify students who would be a good fit and support them during the application process. The Young Naturalists program drew participants from Pittsburgh Westinghouse 6-12, Pittsburgh Science & Technology Academy, the Ellis School, and City Charter High School. Together, this diverse group of students took lessons learned during the Young Naturalists Program and implemented them via leadership roles in naturalist-based classroom programs during the 2014-15 school year. Strategic social supports also were put in place to facilitate their movement into informal learning opportunities offered by other organizations. In fact, during summer 2015, two of the Young Naturalists participants were involved in field study and conservation work for our national parks as Student Conservation Association crew members.

Imagine if learning opportunities like this one were available for every student in our region for any topic of interest. Our design research project with the Pittsburgh Parks Conservancy was successful in bringing together a diverse set of learners who might otherwise not have come together by supporting them on a pathway that bridged the formal and informal learning divide. We believe that practices like this have the potential to transform our regional learning landscapes from sets of isolated programs to truly interconnected learning environments that support the learning and development of all youths across our region. •



High school students in the Young Naturalists program spent five weeks last summer studying Pittsburgh parks alongside local experts.

Understanding and Improving After-school Settings for Youths

By Thomas Akiva, assistant professor, Department of Psychology in Education



After-school program participation has grown dramatically in the United States over the past two decades. In fact, participation has nearly doubled in the last 10 years, and today an estimated 10.2 million, or 18 percent, of the children and youths in the country participate regularly in after-school programs. This rapid growth reflects a buildup in infrastructure that's been built to deliver this programming—both in school buildings and via community-based organizations.

And although there is abundant evidence that after-school programs can yield a whole range of positive outcomes in terms of youth development and learning, there also is considerable evidence that the quality of programming varies and that many programs do not produce the outcomes they strive for. My research team, composed of graduate students, addresses these topics. In particular, we seek to understand how youth-adult interactions play out in programs while developing strategies for helping programs meet their potential.

In one such study, we investigated urban youths' motivation to attend neighborhood-based programs. Previous research shows that these programs can be quite beneficial to participants but often struggle with retention. Meanwhile, the program we studied, a Pittsburgh teen

10.2 million, or 18 percent, of the children and youths in the country participate regularly in after-school programs.

program that provides educational and leadership activities for high-risk youths in underserved communities, is unusually successful with engagement, with hundreds of youths participating across multiple sites.

Through interviews with and surveys of 148 participants, we asked youths what drives their attendance by focusing on the categories of peers, program adults, and the content of activities (e.g., attending to participate in a job skills workshop versus to play basketball). Forty-eight percent reported attending primarily for content-related reasons, while 23 percent said they attended for their peers and 18 percent said they attended for the staff. But when forced to choose one reason, the majority chose youth-adult and peer relationships over content, 82 percent to 18 percent. Several youths also stressed the important point that content and interaction are intertwined; if content is good, it is usually because the staff set it up to be good.

Because these youth-adult relationships are at the heart of what makes youth programs function, it is important to understand more about specific interactions. To this end, colleagues and I collected 240 short (one-to-three-minute) video clips of teachers or youth workers interacting with elementary-age children—half from after-school and half from in-school settings. We coded the interactions that happened in these clips, looking at things like reciprocity (i.e., whether there is a back-and-forth conversation or the adults do all the talking). Again, we found that staff interaction and content were intertwined. For example, in an electricity workshop, the group learned about circuits through comfortable, friendly interactions with the adult leader. The clips with the highest scores for interaction tended to be those that had clearly defined content, whether that content was circuits, math, weather, or even learning about feelings.

So if staff members are important and content is important, what content should staff members promote in after-school programs? Although our country's current preoccupation with academic achievement has affected after-school programs, the preponderance of research suggests that helping struggling children to do better in school—also known as academic remediation—is probably not where the potential of after-school programs lies. People have disagreed on the purpose of after-school programs since their emergence more than 100 years ago, and they still do today. When we asked 40 adult leaders from seven programs in Pittsburgh what they want for kids in their program, 34 percent said social-emotional learning, 24 percent said that youths should have a positive adult in their lives, and only 7 percent mentioned anything academic (they said they want to help kids complete their

homework). Indeed, we have seen that the after-school programs most engaging to young people are those that they are least likely to encounter in school.

One emerging type of after-school programming that does not focus on academic content consists of programs that support youth-led social change and justice, also known as youth organizing. My team is currently engaged in a three-year research study of eight youth organizing programs in Pittsburgh as part of a Heinz Endowments initiative. In these types of programs—of which there are more than a dozen in Pittsburgh—youths address topics like the school-to-prison pipeline; lesbian, gay, bisexual, and transgender (LGBT) equality; and environmental justice.

Last year, for example, youths from the A+ Schools TeenBloc program worked together to produce a students' bill of rights for the school

CONTINUED ON PAGE 12



Hays Manor is one of the 18 out-of-school time program sites operated by Family Resources. Year-round programming at these locations provides recreational activities, homework help, free meals, field trips, and more to elementary-aged Pittsburgh youths in public and subsidized housing.



The Pittsburgh Project is a nonprofit community development organization that has been part of Pittsburgh's North Side neighborhood for nearly 30 years. In addition to youth development programming, the Pittsburgh Project offers service camps, homeowners' services, and community outreach programming.

Several youths stressed the important point that content and interaction are intertwined; if content is good, it is usually because the staff set it up to be good.

board to consider adopting. This document asked for things like the "right to participate in decisions that affect our education" and the "right to equitable academic resources." Rather than focusing on the youths and their development in society, these programs turn participants toward larger problems of society, support them as they grapple with

these issues, and engage them in developing a voice in a public arena. Finally, besides learning more about youth-adult interaction and development, my research group also is engaged in supporting staff practices in the field. We have developed and tested an extremely simple professional development workshop program that employs inexpensive video technology to stimulate critical conversations about child-adult relationships (see simpleinteractions.org). And unlike most improvement models, we do not identify what's wrong and try to fix it; rather, we identify what's working well and help the staff to amplify it. The process is efficient—when adults see themselves and their colleagues interacting with youths in their program, the conversation tends to move forward very quickly. After the workshops, adults tend to build better connections with children, have more back-and-forth conversations, and actively encourage all youths to participate. We are currently investigating this approach further

in a larger study with about 100 staff members in Pittsburgh youth programs and a rigorous, randomized control trial design. Much is left to learn about motivation, interaction, and development in youth programs; however, the potential of after-school programs likely is not going to be reached by individual programs working on their own to improve. Rather, citywide or community-wide initiatives hold the greatest promise. The current cohort of youth organizing programs is one such initiative, and there are many more operating or forming in Pittsburgh. As digital technology and other societal trends push us to reconceptualize what education looks like in the 21st century, cohorts of after-school and out-of-school programs will continue to grow as an important component of learning. The University of Pittsburgh School of Education is poised to be an important contributor to this ongoing work. •

STUDENT Updates

KATHRYN A. BETHEA, a graduate research assistant in the Department of Administrative and Policy Studies, received a travel grant from the American Educational Research Association (AERA) Division J Travel Grant Committee to attend the 2015 AERA Annual Meeting in Chicago, Ill. At the meeting, Bethea presented during a roundtable session and chaired another session.

KAITLYN BRENNAN, who is studying special education leadership and applied behavior analysis, was one of 11 doctoral students who participated in the Higher Education Consortium for Special Education's Short Course in Education Policy and Politics in Washington, D.C., in January 2015.

JENNIFER BRIGGS, a doctoral student in applied developmental psychology, received the 2015 Graduate Student Award for Excellence in Social Emotional Learning Research from the AERA Social and Emotional Learning Special Interest Group.

JOSHUA "J.C." CHILDS, a doctoral student in learning sciences and policy, was selected by the AERA Minority Fellowship Selection Committee to receive the 2015-16 AERA Minority Dissertation Fellowship in Education Research.

ALEXIS FISHER, a master's student in the Department of Psychology in Education, had an article published in the *PA CASSP Newsletter*, which is released statewide. CASSP, which stands for the Child and Adolescent Service System Program, provides a comprehensive system of care for children, adolescents, and their families in Pennsylvania.

XINYU HUANG and **XUDAN ZHOU**, both students in the Department of Administrative and Policy Studies, have each received a one-term tuition remission scholarship for the 2015-16 academic year from the University of Pittsburgh Asian Studies Center. They can choose whether to use the funding for fall 2015 or spring 2016.

STACY KEHOE, a graduate student researcher, was honored by the Pennsylvania Association of Environmental Educators with its 2015 Outstanding Contribution to Environmental Education award, which recognizes someone who has contributed to environmental education in a nonteaching area, such as publishing or research. She also was featured in the *Pittsburgh Tribune-Review's* "Newsmaker" section for her award.

BRIAN LEVENTHAL, a teaching fellow in the Department of Psychology in Education, earned a summer internship with the American Institute of CPAs (AICPA). Leventhal worked with AICPA as part of its CPA (certified public accountant) examinations, which ensure that only qualified individuals become licensed as CPAs.

NANCY MANGELS, who studied as an undergraduate student in the Applied Developmental Psychology Program, received a scholarship via the Fulbright Scholar Program and will begin her studies in Malaysia in January 2016. This program provides highly competitive merit-based grants for international educational exchange for students, scholars, teachers, professionals, scientists, and artists. Mangels also worked as an assistant researcher in the School of Education's Developmental and Motivation Research Laboratory.

DANIELLE PECKMAN, a student in the Department of Psychology in Education, was featured in *The Jewish Chronicle* of Pittsburgh for participating in Onward Israel, a program in Israel that includes internships, service learning, academic courses, and fellowships.

JOHN ROZZO, a doctoral student, was featured in the "Newsmaker" section of the *Pittsburgh Tribune-Review*. Currently assistant superintendent for the Upper St. Clair School District, Rozzo was recognized for his recent Outstanding Middle Level Administrator Award from the Pennsylvania Association for Middle Level Education.

MARY UTTER, a PhD student in the Higher Education Management Program, has been awarded a research grant from NODA, the Association for Orientation, Transition, and Retention in Higher Education, to conduct research on transfer students for her dissertation, which is titled "An Exploration of How Previous Collegiate Experience Influences the Social Integration Experiences of Vertical and Lateral Transfer Students at the Transfer Institution."

YA ZHANG, a PhD student in the Research Methodology Program, won a 2015 AERA Division D In-Progress Research Award for her research study, *Impact of Form and Group Differences on Equating Accuracy of Linear and Nonlinear Equating Methods*.

NEW Faculty

Welcome

**BYEONG-YOUNG CHO**

Assistant Professor of Literacy and English Language Arts in the Department of Instruction and Learning

BYEONG-YOUNG CHO has joined the Department of Instruction and Learning as an assistant professor of literacy and English language arts and as a research scientist at Pitt's Learning Research and Development Center. He previously was an assistant professor at Iowa State University. In 2011, he graduated with a PhD in curriculum and instruction with an emphasis on reading education from the University of Maryland. Previously, Cho was a teacher of language and literature in secondary schools in Seoul, South Korea. His research interests focus on text comprehension and new literacies as well as reading engagement, reading assessment, and disciplinary reading. His publications have appeared in several national and international journals, including *Cognition and Instruction*, *Reading Research Quarterly*, *Journal of Adolescent & Adult Literacy*, and *Korean Language Education Research*. In his spare time, he practices Kumdo, a traditional Asian martial art done with a bamboo sword; plays electric guitar; and enjoys third-grade math, arts, and physical activities with his son, Yoonyoung.

**BRIAN GALLA**

Assistant Professor of Motivation in the Department of Psychology in Education

BRIAN GALLA has joined the Department of Psychology in Education as an assistant professor of motivation. He holds a PhD in educational psychology from the University of California, Los Angeles, as well as degrees from the University of Notre Dame and Syracuse University. Prior to joining the University of Pittsburgh School of Education, Galla was a postdoctoral fellow in the Department of Psychology at the University of Pennsylvania. Galla's scholarship combines laboratory and classroom field research to better understand noncognitive factors that support academic achievement and positive youth development. He focuses in particular on the study of self-control and has a strong interest in mindfulness-based approaches to enhancing self-control and their potential to improve both health and academic achievement. Galla's research has appeared in a range of psychology and education journals, including the *Journal of Personality and Social Psychology*, *Contemporary Educational Psychology*, the *Journal of School Psychology*, and the *Journal of Personality*. In his spare time, Galla enjoys live music, hiking, and camping; going on silent meditation retreats; and spending time with his wife and daughter.

**ELIZABETH HUFNAGEL**

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

ELIZABETH HUFNAGEL has joined the Department of Instruction and Learning as an assistant professor of science education. Hufnagel earned her PhD in curriculum and instruction, science education, at Pennsylvania State University in 2014 and has been a visiting assistant professor at the University of Pittsburgh for the last year. 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 school teachers and taught courses on science methods and philosophy of education. She was a high school science teacher and a 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.

**CHRISTOPHER KLINE**

Assistant Professor in the Department of Health and Physical Activity

CHRISTOPHER KLINE has joined the Department of Health and Physical Activity as an assistant professor. He previously was an assistant professor in the Department of Psychiatry in Pitt's School of Medicine. With a PhD in exercise science from the University of South Carolina, Kline focuses his research on bridging the fields of exercise science and sleep medicine, specifically the bidirectional relationship between physical activity and sleep, the cardiometabolic health consequences of poor sleep, and how sleep may be an important pathway through which physical activity improves health. His research is currently supported by a National Institutes of Health Career Development Award, through which he is evaluating the cardiometabolic risk associated with a specific sleep phenotype and is developing a behavioral treatment for this phenotype. In his spare time, Kline enjoys tackling home improvement projects and being active with his wife and three children.

**TESSA MCCARTHY**

Assistant Professor of Special Education, Vision Studies, in the Department of Instruction and Learning

TESSA MCCARTHY is an assistant professor joining the Department of Instruction and Learning in the vision studies program from North Carolina Central University. She graduated from Vanderbilt University in 2010 with a PhD in special education with an emphasis on visual disabilities and has more than a decade's experience as an instructor and consultant in orientation and mobility and visual impairments. McCarthy's research has recently been published in *TEACHING Exceptional Children*, the *International Review of Research in Developmental Disabilities*, and *The Journal of Special Education*. In the last year, she presented on the use of artificial intelligence in reinforcing braille instruction.

FACULTY Updates

FACULTY HONORS AND AWARDS



STEPHEN J. BAGNATO JR., a professor of psychology and pediatrics at both the School of Education and Pitt's School of Medicine,

was among 21 Pennsylvania State University alumni who were honored for their outstanding professional accomplishments and was given the lifelong title of Alumni Fellow, the highest award given by the Penn State Alumni Association.



PATRICIA CRAWFORD, associate professor in and associate chair of the Department of Instruction and Learning, was

awarded an honorable mention from the Association for Childhood Education International (ACEI) as part of its Distinguished Education Research Article Awards. Each year, ACEI identifies outstanding articles published in that year's volume of the *Journal of Research in Childhood Education*.



ELLICE FORMAN, a professor in the Department of Instruction and Learning, was named a 2015 fellow of the American Educational Research Association (AERA).



GINA GARCIA, an assistant professor, was selected to participate in the Intersectional Qualitative Research Methods Institute at the University of Maryland. The five-day institute, which took place in June 2015, provided

instruction in methods skills, writing, and navigation of institutional norms.



BETHANY BARONE GIBBS, an assistant professor in the Department of Health and Physical Activity, received the Outstanding Junior Scientist Award from

the Aging Institute of UPMC Senior Services and the University of Pittsburgh.



SEAN KELLY, an associate professor in the Department of Administrative and Policy Studies, received an outstanding reviewer award from the journal *Sociology*

of Education. Kelly also was invited to join the editorial board of the *American Educational Research Journal*, one of the flagship publications of AERA.



MARY MARGARET KERR, professor in and chair of the Department of Administrative and Policy Studies, has been approved for funding from the

Pitt Advisory Council on Instructional Excellence as part of the 2015 Innovation in Education Awards. Kerr's proposal, "Developing a 'Best Practices' App for Research for Pitt Undergrads," will receive funding for the period May 1, 2015, through April 30, 2016.



RICH MILNER, professor, Dr. Helen S. Faison Chair in Urban Education, and director of the School of Education's Center for Urban Education, was named by

American Enterprise Institute Director of Education Policy Studies Frederick

M. Hess as one of 200 university-based scholars who shape public discussions of education. Milner also was appointed by Pennsylvania Governor Tom Wolf to his transition committee for education issues, and he received the AERA Division K Innovations in Research on Diversity in Teacher Education Award.



JENNIFER LIN RUSSELL, an associate professor in the Learning Sciences and Policy Program and a research scientist at the Learning

Research and Development Center, was named a Carnegie fellow for 2014-15 by the Carnegie Foundation for the Advancement of Teaching.



CYNTHIA TANANIS, associate professor, has received the Award for Service from the Senate of the University of Pittsburgh. Members of the senate's

executive committee unanimously selected Tananis for the award, which recognizes her service as a faculty member and the roles she has taken on within the senate.



MING-TE WANG, associate professor, was honored by the Society for Research in Child Development with a 2015 Early Career Research Contributions Award,

one of the most highly selective and prestigious research awards in the field.

FACULTY PUBLICITY AND NEWS



JORGE ENRIQUE DELGADO (PhD '11), an adjunct instructor in the Department of Administrative and Policy Studies, coedited the book

Latin America: Research and Innovation in the Knowledge Economy with Gustavo Gregorutti. The book was published in May 2015.



MICHELLE FIGLAR, an adjunct instructor who teaches in the School of Education's Applied Developmental Psychology Program,

was appointed deputy secretary of Pennsylvania's Office of Child Development and Early Learning. Figlar previously served as the executive director of the Pittsburgh Association for the Education of Young Children, the 1,500-member Southwestern Pennsylvania affiliate of the National Association for the Education of Young Children.



CHRISTINA GROARK, an associate professor, and **SHANNON WANLESS**, an assistant professor,

were asked by Pittsburgh Mayor William Peduto's office to take part in the City of Pittsburgh Community Forum on Early Childhood Education in summer 2014. Groark and Wanless also

coauthored a chapter, titled "Assessing Organizational Readiness," in the new *Handbook of Social and Emotional Learning: Research and Practice*.



W. JAMES JACOB

W. JAMES JACOB and **MAUREEN K. PORTER**, both as-

sociate professors, served as coeditors of a new book from Springer Publishing, titled *Indigenous Education: Language, Culture and Identity*. Sheng Yao Cheng, who was a Fulbright Visiting scholar in 2011-12 at the School of Education's Institute for International Studies in Education,



MAUREEN K. PORTER

is the coeditor. Cheng is a professor at National Chung Cheng University in Taiwan.

W. JAMES JACOB, STEWART E. SUTIN, JOHN C. WEIDMAN, and **JOHN L. YEAGER**, all faculty members in the Department of Administrative and Policy Studies,



STEWART E. SUTIN

coedited the book *Community Engagement in Higher Education: Policy Reforms and Practice* through Sense Publishers.



JOHN C. WEIDMAN



JOHN L. YEAGER



ROGER KLEIN, an associate professor in the Department of Psychology in Education, wrote, produced, and narrated eight five-

minute videos about psychology for Cengage Learning. Instructors who use Cengage textbooks for introductory psychology courses will have access to the videos.



SUZANNE LANE, professor in and chair of the Department of Psychology in Education, coedited the second edition of the *Handbook of Test Development*.

Published by Routledge, Taylor & Francis Group and coedited by Mark Raymond and Thomas Haladyna, the book was released in September 2015.

RICH MILNER, professor, Dr. Helen S. Faison Chair in Urban Education, and director of the School of Education's Center for Urban Education, was interviewed by NPR about the resistance to bringing students' experiences outside school into the classroom; the difficulty of talking about race; and his new book, *Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms*.



LINDSAY PAGE, an assistant professor of research methodology, was featured and quoted by a number of media sources, including the *Los Angeles Times*,

The Washington Post, ABC News, the *Pitt University Times*, and 90.5 WESA's

CONTINUED ON PAGE 18

FACULTY PUBLICITY AND NEWS (CONTINUED FROM PAGE 17)

Essential Pittsburgh about her research on summer melt, which is the concept of high school students planning to go to college who, due to various challenges faced in the summer transition to college, fail to matriculate in the fall. In addition, Page was interviewed by *The Chronicle of Higher Education* about the accuracy of net price calculators designed to provide prospective students with estimates of college cost. WHY? in Philadelphia, Pa., also highlighted her work on using text messages to keep college-intending high school seniors informed about topics like applying for college financial aid and other key college-transition tasks as well as offering them personalized support when needed.

MAUREEN K. PORTER, associate professor, moderated a discussion between Fox Chapel, Pa., residents and state legislators in December 2014. Topics

included equalized funding, property taxes, and state support for cyber charter schools. Fox Chapel Area School District Superintendent Gene Freeman wanted to open a dialogue between district residents and the lawmakers.



M. NAJEEB SHAFIQ, associate professor of education, economics, and international affairs, was interviewed for the WalletHub article

“2015’s Cities with the Most & Least Efficient Spending on Education.” He also organized a special panel honoring the work of pioneering education economists Martin Carnoy and George Psacharopoulos (formerly of the World Bank) at the Comparative and

International Education Society annual conference in Washington, D.C.

MING-TE WANG, associate professor in the Department of Psychology in Education, had his research on parental engagement featured in the November/December 2014 issue of *Child Development*. Wang also released the inaugural issue of the Developmental and Motivation Research Laboratory’s newsletter. In the first issue, the research team focuses on the topic of school engagement and the lab’s various ongoing studies.

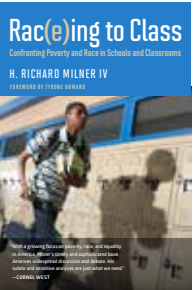
SHANNON WANLESS, assistant professor, published an article in *Prevention Science* that focuses on the importance of training educators in social-emotional learning skills to improve their teaching.

RECENT FACULTY-WRITTEN BOOKS ON EDUCATION



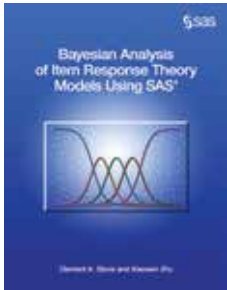
Summer Melt: Supporting Low-income Students Through the Transition to College

LINDSAY C. PAGE
Explores summer melt, which is the concept of high school students who plan to go to college but fail to matriculate in the fall



Rac(e)ing to Class: Confronting Poverty and Race in Schools and Classrooms

H. RICHARD MILNER IV
Provides educators with a crucial understanding of how to teach students of color who live in poverty



Bayesian Analysis of Item Response Theory Models Using SAS®

CLEMENT A. STONE
XIAOWEN ZHU*
For educators interested in applications of Bayesian estimation and model checking of item response theory models using SAS (Statistical Analysis System) software



Doing and Making Authentic Literacies

LAURA JANE ROOP
Focuses on educators who created classrooms and projects that help students to make connections between course work and their future lives and work



Early Child Development: From Theory to Practice

CHRISTINA J. GROARK
AFTON KIRK*
STEPHANIE MCCARTHY*
An applied guide to child development for those who plan to work with children from birth through age 8

*Xiaowen Zhu earned a PhD in research methodology from Pitt’s School of Education. Stephanie McCarthy is director of applied initiatives and Afton Kirk is a graduate student researcher at Pitt’s Office of Child Development.

FACULTY Promotions

Congrats



SEAN KELLY
Associate Professor in the Department of Administrative and Policy Studies

SEAN KELLY has been promoted to associate professor in the Department of Administrative and Policy Studies. He studies the social organization of schools, student engagement, and teacher effectiveness. Kelly was the editor of *Assessing Teacher Quality: Understanding Teacher Effects on Instruction and Achievement* and serves on the editorial boards of the *American Educational Research Journal* and *Research in the Teaching of English*. His research has appeared in publications such as the *American Educational Research Journal*, *Educational Researcher*, *Teachers College Record*, *Sociology of Education*, and *Social Science Research*. In 2014, he received the Exemplary Research in Teaching and Teacher Education Award from the American Educational Research Association’s Division K. Kelly’s current research includes the CLASS 5.0 development project, an Institute of Education Sciences-funded educational technology study of classroom discourse. Since moving to Pittsburgh, Kelly has been enjoying riding his bike on the city’s hilly terrain, going to rock-and-roll concerts, and cross-country skiing in the Laurel Highlands and West Virginia.



TANNER WALLACE
Associate Professor in the Department of Psychology in Education

TANNER WALLACE has been promoted to associate professor in the Department of Psychology in Education and will continue to hold her position as cochair of the School of Education’s Center for Motivation. Prior to joining the school in 2008, Wallace completed her doctoral work in social research methodology at the University of California, Los Angeles, and taught middle school in Mississippi. Her research focuses on classroom management in urban schools, adolescents’ perceptions and valuing of instructional interactions, and applications of developmental science to instruction and learning. Wallace’s recent articles have been published in *Teaching and Teacher Education*, the *American Educational Research Journal*, and the *International Journal of Adolescence and Youth*. Her personal interests include practicing Bikram yoga and trying out recipes from the Smitten Kitchen blog.

ALUMNI GATHER FOR SCHOOL OF EDUCATION AWARDS

The University of Pittsburgh School of Education celebrated the recipients of its annual Alumni Awards on March 27, 2015, at the Pittsburgh Athletic Association in Oakland. Awards for the school's departments and individual categories were presented at the reception and are listed below.



PICTURED FROM LEFT TO RIGHT:
Mandi Davis Skerbetz (winner of the Council of Graduate Students in Education Extra Mile Award)
Everett Herman
Carol McGrevin
Kay Alicyn Ferrell
Brian White Jr.
Alan Lesgold
Lauren A. Silverstein
Erica Kolat
Andrea M. Kriska
Mineko "Minnie" Avery (accepting on behalf of son Christopher Norio Avery)
Hedda Sharapan
Not pictured: Lisa Brahms

2015 DISTINGUISHED ALUMNI AWARD

Carol McGrevin (BS '64) is currently a partner in MCG Partners, LLC, a company involved in start-up organizations in health care and education. She started her career as an elementary school teacher, opting to become active in administrative management. She later became an elementary school principal and assistant superintendent of schools in New Jersey. After earning her PhD, she served on the faculty at Texas Christian University, the University of Northern Colorado, Pepperdine University, and Georgia State University. As a faculty member at Georgia State, she directed the Principals Center, which is a member of the International Network of Principals' Centers. After leaving academia, she became a master consultant for the Southern Regional Education Board, focusing on school leadership to improve principals' effectiveness as school leaders.

McGrevin and her husband, Gene, established the Lois Lyden Zord and the Honorable Joseph Zord Jr. Endowed Scholarship in the School of Education, which provides financial support to Pitt students. They also have established the Dr. Carol and Mr. Gene McGrevin Endowed Chair in the School of Education through their estate, provided professional and financial support to the Center for Urban Education, and created the McGrevin Postdoctoral Award in the Pitt School of Medicine. The McGrevins reside in Atlanta, Ga., and St. Petersburg, Fla., and have a son and a granddaughter living in California.

2015 EARLY CAREER AWARD

Lauren A. Silverstein (PhD '12) is the founder and director of Jr. Apprentice, a program that helps underserved teens in Hartford, Conn., to get work experience, develop job skills, and receive career mentoring through paid apprenticeships. Prior to starting

the program, Silverstein worked with low-income teens at urban public high schools as well as taught undergraduate and graduate students at universities. Among her high school students, few knew about the variety of careers available to them or were able to make informed decisions about which careers were good fits based on their talents, interests, and market demands.

Established in 2013, Jr. Apprentice now involves more than 150 volunteers and supporters along with a waiting list of local professionals interested in hosting an apprentice or facilitating a workshop. The organization exceeded the fundraising goal needed for its annual budget by 22 percent, allowing it to meet all first-year expenses and start the second year in fall 2014 on solid ground.

Prior to founding Jr. Apprentice, Silverstein taught in the Neag School of Education at the University of Connecticut. While her career has spanned several sectors, including

community partnership development, college and career advising, and higher education teaching and administration, a common purpose has been present in each sector: to promote educational equity, opportunity, and success. It is this purpose that continues to energize her.

2015 PRE-K-12 EDUCATOR AWARD

Brian White Jr. (MEd '00, EdD '06) is superintendent of the Chartiers Valley School District, where he is responsible for managing the day-to-day operations of the district. During his five years as superintendent, White has created and facilitated a comprehensive strategic planning process involving the entire Chartiers Valley community. He is currently leading the district through the construction of a new high school and a new middle school.

White began his career with the Pittsburgh Public Schools as a teacher, activities director, and band/orchestra director at Pittsburgh Brashear High School before becoming an administrator and then acting assistant principal at the former Schenley High School. He then held several positions in the Beaver Area School District, including assistant principal, middle/high school principal, and assistant superintendent, before becoming superintendent of the Chartiers Valley School District.

White is an active member of several educational leadership organizations, including AASA, the School Superintendents Association; the Pennsylvania Association of School Administrators; the Tri-State Area School Study Council; and the Pennsylvania School Boards Association. In 2005, he was recognized by *Pittsburgh Magazine* as one of its 40 Under 40, young leaders in the Pittsburgh area who are making a positive impact on the region's development.

2015 DEPARTMENTAL ALUMNI AWARDS

DEPARTMENT OF ADMINISTRATIVE AND POLICY STUDIES

Erica Kolat (EdD '14) earned her Doctor of Education in school leadership in 2014 and completed the Superintendent's Letter of Eligibility Program in 2010, both at the University of Pittsburgh. Kolat is currently the superintendent of schools for the McGuffey School District, and she was most recently named one of 100 superintendents from across the nation recognized for their leadership in transitioning their districts to digital learning. The Superintendent Summit was hosted in November 2014 at the White House by President Barack Obama, U.S. Secretary of Education Arne Duncan, and senior leaders from the U.S. Department of Education. The special honor provided opportunities for educational leaders to share lessons learned with each other and to disseminate promising approaches across the nation.

In her past leadership roles, Kolat served as assistant superintendent for the McGuffey School District, district administrative assistant in the Chartiers-Houston School District, principal at Allison Park Elementary School, assistant principal at Claysville Elementary School, an English teacher at Waynesburg Central High School, and a substitute English teacher at Albert Gallatin Area High School.

DEPARTMENT OF HEALTH AND PHYSICAL ACTIVITY

Andrea M. Kriska (MA '80) is a professor in the Department of Epidemiology at the University of Pittsburgh Graduate School of Public Health. She is a physical activity epidemiologist who has guided many National Institutes of Health studies in the areas of both physical activity assessment and lifestyle intervention. Kriska led the development of the physical activity component of the original Diabetes

Prevention Program (DPP) lifestyle intervention curriculum as part of the national DPP Lifestyle Resource Core at the University. She continues her involvement in physical activity intervention and assessment as well as being principal investigator of a study involving the translation of DPP's successful behavioral intervention into diverse community settings ranging from senior centers to the military.

Kriska also is a faculty member at the Diabetes Prevention Support Center at Pitt, which provides training and support in lifestyle intervention efforts in diverse communities. Much of her research and almost all of her service efforts, including on local and national committees and task forces, focus on underserved populations in which prevention efforts are most needed.

DEPARTMENT OF INSTRUCTION AND LEARNING

Kay Alicyn Ferrell (PhD '83) is a professor of special education in the College of Education and Behavioral Sciences at the University of Northern Colorado (UNC). For more than 40 years, Ferrell has been instrumental in leading the field in the education of individuals with visual disabilities, with particular emphasis in research on infants, preschoolers, and their families; cross-modal abilities of infants with disabilities; personnel preparation; distance education methodologies; and leadership development. Her work has garnered both national and international recognition.

Ferrell has authored books and monographs, including, most recently, *Reach Out and Teach: Helping Your Child Who Is Visually Impaired Learn and Grow* (2011), and has coordinated graduate programs in visual impairment and early childhood special education as well as the doctoral programs in special education at both UNC and Teachers College of Columbia University.

Ferrell has served as an assistant dean and as chair of UNC's School of Special Education. She directed the National Center on Low-Incidence Disabilities

CONTINUED ON PAGE 22

from 2001 to 2010. In collaboration with colleagues, she has obtained more than \$16 million in external funding during her academic career.

DEPARTMENT OF
PSYCHOLOGY IN EDUCATION

After **Hedda Sharapan** (MS '67) graduated from college in 1965, she followed her interest in children's television and sought advice from Fred Rogers. At his suggestion, she enrolled in the University of Pittsburgh graduate program for child development. During her second year, Rogers received funding for the very first production of *Mister Rogers' Neighborhood* and brought Sharapan on board as assistant director.

During her 48 years with Rogers and his company, she served as assistant producer and associate producer, handling viewer mail, coauthoring a nationally syndicated newspaper column, and speaking at conferences about Rogers' approach to children and families. Sharapan currently is the director of early childhood initiatives as well as associate director of public relations at the Fred Rogers Company.

Sharapan has been inducted into the McKeesport High School Hall of Fame, received a lifetime achievement award from the National Association for Family Child Care, and was awarded an honorary doctorate by Saint Vincent College. Most recently, Sharapan was named the PNC Grow Up Great Senior fellow at the Fred Rogers Center for Early Learning and Children's Media at Saint Vincent College.

2015 FALK SCHOOL
OUTSTANDING
ALUMNI AWARD

Christopher Norio Avery grew up in the Squirrel Hill neighborhood of Pittsburgh and attended Fanny Edel Falk Laboratory School from kindergarten in 1971 through eighth grade in 1980. After graduating, Avery attended and graduated from Pittsburgh Allderdice High School, completed his undergraduate degree in applied mathematics at Harvard University, and earned a PhD in economic analysis

at the Graduate School of Business at Stanford University. After earning his PhD, Avery began his career in 1993 as an assistant professor at Harvard's John F. Kennedy School of Government, and he has been a member of the faculty ever since. He was named the Roy E. Larsen Professor of Public Policy and Management in 2005.

Much of Avery's research has been particularly focused on improving the college-going prospects and outcomes of disadvantaged students in the United States. For example, together with Caroline Hoxby of Stanford, he has documented the extent to which high-achieving low-income students miss out on realizing their potential to attend high-quality colleges and universities.

In addition to the extensive body of research Avery has conducted related to educational equity, he also has worked for many years to put his research into practice through Harvard's College Opportunity and Career Help Program, in which Harvard students support high school students in the Boston Public Schools navigating the college application and financial aid process.

2015 STUDENT
LEADERSHIP AWARD

Everett Herman is pursuing a PhD in the School of Education's Department of Administrative and Policy Studies, with a concentration in social and comparative analysis in education. His research interests include exploring the link between the motivations and outcomes of students who participate in academically based civic engagement efforts.

Since 2012, Herman has served as a graduate student researcher at the Collaborative for Evaluation and Assessment Capacity, led by Cindy Tananis, associate professor in the Department of Administrative and Policy Studies. As an active member of the Council of Graduate Students in Education, Herman has served as a student representative on the School of Education Council as well as its Student Affairs Committee.

Additionally, he has organized and assisted in the facilitation of the

Department of Administrative and Policy Studies' new student orientation and has been a dependable, professional, and committed member of the School of Education community. The School of Education previously recognized him in 2012, when he was selected to receive an Alumni Doctoral Fellowship.

Originally from the greater Philadelphia, Pa., region, Herman earned both a bachelor's degree in communication and a master's degree in higher education management at the University of Pennsylvania.

2015 ALUMNI
DISSERTATION AWARD

Lisa Brahms (PhD '14) is director of learning and research at the Children's Museum of Pittsburgh as well as a visiting researcher at the University of Pittsburgh Center for Learning in Out-of-School Environments. Brahms earned her PhD in learning sciences and policy at the University of Pittsburgh in 2014, holds a master's degree in museum education and childhood education from the Bank Street College of Education, and earned a Bachelor of Arts degree in religion and Jewish studies at Vassar College.

Professionally, Brahms has been an educator and designer of formal and informal learning experiences and environments for more than a decade, working in schools and at numerous children's, art, and history museums across the country.

Since 2011, she has led the development and study of MAKESHOP, a makerspace designed for young children and family learning at the Children's Museum of Pittsburgh. The MAKESHOP project has become a national model of informal learning research and practice.

Brahms' research considers the design of informal learning environments for meaningful participation in creative processes with physical and digital media. Brahms' dissertation was titled "Making as a Learning Process: Identifying and Supporting Family Learning in Informal Settings."

How GIVING
builds better lives

At the University of Pittsburgh School of Education, we put the emphasis on our students, who range from undergraduates interested in becoming teachers to professionals looking to advance their careers or become school administrators. We strive every day to help our students achieve their goals, and we are truly committed to fostering the next generation of successful educators by understanding the social role of education in society.

In order for the School of Education to continue providing a world-class education that attracts the very best students and faculty, we must rely on the generosity of our alumni and friends. Philanthropic gifts to the School of Education help raise money that will directly impact the daily lives of our students. Scholarships continue to be among our top priorities because they allow our school to attract outstanding students and provide them with a wonderful educational opportunity.

In addition, philanthropic gifts to the School of Education will be used for:

- professorships and chairs, which will allow the school to attract and retain outstanding educators and researchers as faculty;
- fellowships, which will help to attract outstanding students pursuing graduate work; and
- research funding for faculty.

Unrestricted operating funds provide the school with support as it meets new challenges, and there are a number of excellent ways to make your gift today. For example, donors can make gifts of securities; cash; or planned gifts such as a charitable gift annuity, which can generate income for you and Pitt during your retirement years.

Giving online at giveto.pitt.edu is the easiest way to make a gift to the School of Education. If you need any assistance or have questions about making a gift to the School of Education, please contact Michael Haas, director of constituent relations, at 412-648-1789 or mbh26@pitt.edu.



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SCHOOL OF EDUCATION
ALUMNI SOCIETY

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PAUL T. KIRSCH (EdD '71)

JULIUS KITUTU
(MEd '97, MEd '99, PhD '02)

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SUSAN K. SHERLOCK

PAMELA SOLVAY (PhD '88)

BRIAN WHITE JR. (MEd '00, EdD '06)

JOHN M. WILDS (MEd '70, PhD '78)

M. ALLISON WILLIAMS
(BS '93, MS '96, PhD '04)

ALUMNI HIGHLIGHT: CAROL AND GENE MCGREVIN

TWO PATHS, SAME PASSION:

CAROL AND GENE MCGREVIN DEFINE LEADERSHIP

Gene McGrevin's 11th-grade teacher, Mr. Haylen, was rearranging the classroom at Baldwin High School in Whitehall, Pa. Gene was assigned to the seat next to Carol Zord in the back of the room. Gene asked Carol for her phone number and she told him to find it in the phone book. Gene looked her up, called the number, and he and Carol are still together 50 years later.

However, based on their family histories and backgrounds, one could say they weren't destined to meet.

"Carol was always going to be a teacher," says Gene. "Her aunt went to Pitt, and her mother was a teacher who had graduated from Pitt in the 1920s, which was remarkable for a woman at that time."

Carol's father was cofounder of the Borough of Whitehall and a state legislator, and he often worked with the University of Pittsburgh.

Meanwhile, Gene grew up in the Carnegie/Glendale, Pa., area just outside Pittsburgh and had only moved to Whitehall two years earlier. He assumed that he would get a job in a steel mill after high school.

"I grew up in a blue-collar family and around neighbors and friends

where no one had gone to college. So when I met Carol, I thought, 'College? What's that?' If it were not for her, I would have never gone," says Gene.

After graduating from high school, Carol pursued her dream of attending Pitt. "I loved Pitt's magnificent culture," she says. "It was really special to be there and have all these professors and learned people sharing their knowledge; I absorbed it like a sponge."

Carol convinced Gene to go to Pitt, and after he graduated, he pursued a career in marketing and international business by attending the University of Pennsylvania for graduate school. A few years later, the two of them moved to Princeton, N.J., so that Gene could work in New York, N.Y.

"We had one car and Carol was teaching, so she would drop me at the train at 7 a.m. On a good day, my commute was two hours," he says. "About 20 minutes in, we would go through New Brunswick [N.J.], and there was a company [building] with a sign that said Johnson & Johnson. I used to think, 'It would be great to get off the train here.'"

Gene spotted an advertisement through the University of Pennsylvania for an assistant product manager in marketing at Johnson & Johnson. He sent in his résumé and was hired, and that is how he initially started in the health care field. Gene truly found his passion at Johnson & Johnson, which shaped his views on how to market to the health care industry as well as how to maintain ethical principles in business. This led Gene to become president, founder, partner, and chair of a variety of companies between the 1970s and the 2000s.

As Gene was discovering his professional purpose in life, Carol was progressing within the

education system. She taught at a Philadelphia, Pa., elementary school; then, while teaching in New Jersey, she was inspired by a superintendent to go into school administration. She saw the impact one person could have on the whole school.

Carol eventually became an assistant superintendent of schools and moved into higher education, teaching and professionally focusing on educational leadership at the University of Northern Colorado and Pepperdine University. In 1986, she designed and implemented a principal and leadership center at Texas Christian University that provided a professional learning and support organization for school principals and superintendents.

After having extensive, varied, successful careers, the McGrevins looked back on the institutions and fields that had embraced them. In 1995, they created the Lois Lyden Zord and the Honorable Joseph Zord Jr. Endowed Scholarship and the Dr. Carol and Gene McGrevin Endowed Chair in the School of Education. They also provided seed money for the Ready to Learn Program in the school's Center for Urban Education. And because of Gene's health care background, they created the McGrevin Postdoctoral Award and the McGrevin Parkinson's Disease Research Fund in the School of Medicine.

"When Gene and I went to school, we were helped immensely [by]

scholarships," says Carol.

"So we felt that if we could ever donate a scholarship, we would love to pay it forward. When my mom passed away, we thought it would be great to honor her and my dad. And we chose the School of Education because my mom had been at the school as a teacher, and had shaped my life into becoming an educator."

Gene adds, "It is our belief that through education, we were able to achieve a better life for ourselves and our family. The only way we can solve larger societal issues is through education, because it is the foundation for the rest of your life."

Carol and Gene aren't simply paying it forward; they're still staying active professionally. Carol had worked with the Southern Regional Education Board, an organization with the governors of 16 states on its board. She is currently chair of the board of a nonprofit, ArtsNow, which helps teachers to integrate the arts into other subjects and partners with the Georgia Institute of Technology, Georgia State University, and Savannah College of Art and Design. The Pitt School of Education also honored her with the 2015 Distinguished Alumni Award, the highest alumni award given by the school (see page 20 for more details).

Gene is still engaged in the business world through his investment in smaller start-up companies as a partner at MCG Partners, LLC.

"It is our belief that through education, we were able to achieve a better life for ourselves and our family. The only way we can solve larger societal issues is through education, because it is the foundation for the rest of your life."

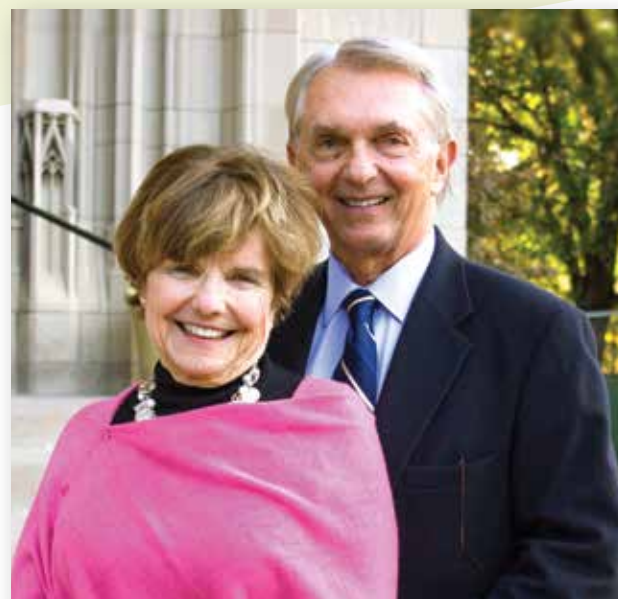
-GENE MCGREVIN

"I am doing less of it because the ones I have invested in never cease to need more capital," he says. He spends time working with the management team, traveling with sales reps, raising funding, and speaking with hospitals.

"And this is all because of seeing that Johnson & Johnson sign during my train rides to New York," says Gene. "Some people grow up thinking they are going to be teachers, and then there are other folks like me who make that left turn versus the right one, and it changes your life."

"Though our careers might seem like different paths, there is a belief around the concept of organizational leadership—Gene from the perspective of the business world, me from the perspective of education," says Carol. "It comes down to what leadership means, and that conversation can be had across any discipline or industry."

"And we've grown together. I used to be the hammer and Carol was the collaborator," Gene laughs. "She has taught me that sometimes you need to have good collaboration to get what you want, and I have tried to teach her that she needs to use the hammer sometimes—not on me, of course! I have learned a lot from her, and hopefully she has learned a little bit from me." •



ALUMNI Updates

1960s

HEDDA SHARAPAN, who earned her Master of Science degree at the University of Pittsburgh School of Social Work in 1967, has been named the PNC Grow Up Great Senior Fellow at the Fred Rogers Center for Early Learning and Children’s Media at Saint Vincent College. As part of this fellowship, Sharapan will analyze audio recordings of conversations between Rogers and the late Margaret McFarland, an associate professor of psychiatry at the University of Pittsburgh. Those conversations helped to form the themes and child development philosophy behind episodes of *Mister Rogers’ Neighborhood*.

1970s

AMY ALLINSON (BA ’72) wrote a children’s preteen book, published in May 2014, titled *The Force of 3-6-9*. A retired teacher who lives in Longwood, Fla., she previously wrote the children’s book *Maddie’s Great Adventure*.

WILLIAM ENGLERT JR. (BS ’74, MEd ’76, EdD ’01) retired from his position as assistant superintendent of the West Allegheny School District in August 2014, completing a 30-year career in education. Englert began his career as a physical education teacher. He eventually became an administrator in the South Fayette School District and served as principal at Peters Township High School before moving to the West

Allegheny School District. Englert also was a three-year varsity letter winner in football at Pitt and a member of the team that played in the 1973 Fiesta Bowl.

DOLORES SHUSKO (BA ’72) retired from teaching in 2014. During her career, she taught business, English, French, and math at Mountain State College, West Virginia Career College, St. John the Evangelist Regional Catholic School, and Laurel Highlands Middle School. She now volunteers at St. Hubert Church in Point Marion, Pa., as a Eucharistic minister, faith-sharing coordinator, marriage preparation sponsor, and Beau Monde Dance Club board member. She also devotes time to its Confraternity of Christian Doctrine program.

1980s

ELLEN J. DEHOUSKE (PhD ’81) self-published a book in July 2014 titled *We Feed Each Other: Nourishment through Friendship: A Memoir of Sorts*, which is available on Amazon. Dehouske spent her career as both a high school English teacher and a special education teacher. She is now an adjunct lecturer in education at Carlow University.

KAY ALICYN FERRELL (PhD ’83), a professor of special education at the University of Northern Colorado (UNC), received the 2014 M. Lucile Harrison Award—UNC’s top faculty honor. Ferrell has taught at UNC for 23 years and is known for her work in the development and education of individuals with visual disabilities.

GWEN MILLER (MEd ’83) was named volunteer of the year for the second time—she had previously been honored with the award in 2013—by the Pittsburgh Area Jewish Committee.

ALISON MONK (MAT ’82) was one of 12 finalists for 2015 Pennsylvania Teacher of the Year. In addition to teaching second grade in the Pine-Richland School District, she serves on the district’s academic advisory council and has conducted workshops at the Allegheny Intermediate Unit to help teachers learn new approaches to education.

ELLEN ROTH (PhD ’82) has written her first novella, titled *Ten Fingers Touching*. Published by Getting to the Point, Inc., the book is an illustrated fairy tale for adults. Throughout the book, Roth pays homage to Pittsburgh by including references to the city.

NANCY SMITH (MEd ’80, PhD ’92) was named Person of the Year in the treatment category by the Council on Compulsive Gambling of Pennsylvania. Smith is a nationally certified gambling counselor and maintains a private practice in Bridgeville, Pa.

ROBERT SPINA (PhD ’88) was named dean of Lamar University’s College of Education and Human Development after a national search. Spina, who has more than 25 years of combined teaching, research, and service experience, assumed his duties on July 1, 2015. Spina was previously associate dean of undergraduate education and college assessment at Old

Dominion University in Norfolk, Va. He served for more than 10 years as a department chair and two years as an associate dean.

1990s

MICHAEL CAVIRIS (MEd ’95) has been named executive director for special services in the Georgetown County School District (GCSD) in South Carolina. Cavaris will work with principals at all of GCSD’s 19 schools. His hiring also is part of a revamped support system in GCSD for students with special needs.

MICHAEL GHILANI (MEd ’96) has been named superintendent of the Montour School District. Ghilani joined Montour from the Upper St. Clair School District, where he served as an administrator for 14 years and was named 2013 High School Principal of the Year by the Pennsylvania Association of Elementary & Secondary School Principals.

CYNTHIA J. REED (EdD ’97) began her role as dean of the Northern Kentucky University College of Education and Human Services in July 2014.

THOMAS J. SAMOSKY (MEd ’99) has been named principal of Trinity High School in the Trinity Area School District. He previously served as dean of discipline and assistant principal at Bethel Park High School and worked at Chartiers Valley High School, where he was assistant principal and coprincipal. He also

served as principal of student affairs at Chartiers Valley.

SANDY STOUT (EdD ’94) and her husband, Bill, were honored as 2014 Philanthropists of the Year in Washington County, Pa. The couple donated the historic Samuel Brownlee House to the Washington County Community Foundation, which is a nonprofit that promotes charitable giving and has been a frequent beneficiary of the Stouts’ philanthropy. The house has been transformed into a museum focused on Scottish and Irish heritage as well as an office and training space for the foundation.

MAURICE WIGLEY (MEd ’99) was interviewed for SLB Radio Productions, Inc.’s award-winning public radio program *The Saturday Light Brigade* and, specifically, the *Crossing Fences* series. Launched in 2012, *Crossing Fences* is an oral history project that connects generations of African American boys, youths, and men through conversations on the air.

DAVID BARKOVICH (MEd ’02, EdD ’14) was featured in the *Pittsburgh Tribune-Review*’s “Newsmaker” section for being elected president of the Allegheny County Counselors Association. Barkovich is currently head of school counseling and dean of students at North Hills High School.

TIMOTHY S. GLASSPOOL (EdD ’06) superintendent of the Plum Borough School District, has been recognized as a 2014–15 Emerging Leader by Phi Delta Kappa International, a global association of education professionals.

STEPHANIE JONES (MEd ’05) gave a talk, “The Kids are Reading, Let’s Join Them,” at a TEDxUGA event at the University of Georgia in March 2015. Jones is an English educator and graduate assistant in the Department of Language and Literacy Education at the University of Georgia. Her research focuses on the ways in which African American females engage with literacies both in and outside of the classroom and specifically how those literacies can help shape culturally relevant and engaging pedagogy and curriculum for the secondary classroom.

JOHN KREIDER (MEd ’05), principal of North Hills High School, was one of the first two winners of the Administrator Appreciation Award from the Pennsylvania School Counselors Association.

JEFF TRIPODI (MAT ’07), was presented with the 2015 Roy A. Hunt Foundation Award for Commitment to Education in the Arts and Humanities. The Roy A. Hunt Foundation teamed with the Frick Art & Historical Center to establish the award, which is given annually to an educator who has “demonstrated a commitment to participating in the Frick’s education programs, and who has successfully integrated the arts into the students’ learning experience,” according to the Frick

CONTINUED ON PAGE 28

Web site. Tripodi is in his eighth year at Blackhawk High School in Beaver County, where he has taught social studies since 2007. He also serves as coordinator of gifted education at the high school—a role he has held since 2011.

SHANNON VARLEY (EdD '05) was named director of curriculum, instruction, assessment, and staff development for the Keystone Oaks School District. Varley was previously director of curriculum and instruction for the Avonworth School District. Her new role replaces the previous position of assistant superintendent.

TIMOTHY M. WAGNER (MS '09, EdD '13), a middle school language arts curriculum leader and gifted education coordinator in the Upper St. Clair School District, received the 2014 Outstanding Young Educator Award from the Pennsylvania Association for Supervision and Curriculum Development. The award recognizes an educator who has made an impact on educating the whole child, excels in leadership, and has made lasting contributions to the profession.

2010s

LAURA CIPRIANO, who earned a certificate in educational administration in the K-12 principal certification program in 2013, has been hired as the assistant principal at Quaker Valley High School. Cipriano joined Quaker Valley from Riverside High School in Beaver County, Pa. While at Riverside, Cipriano served as a journalism teacher, librarian, and instructional coach.

MATTHEW E. FUCHS, who received an advanced certificate in teaching in 2010, was featured on WQED-TV's monthly *Learning Innovation* series. Fuchs, who teaches English at Propel Braddock Hills High School, is having students use the video game *Minecraft* to assist with their narrative writing and help them study social justice issues.

SUSAN GENTILE (EdD '14) was promoted to director of instruction and learning at Edgeworth Elementary School on July 1, 2015. Gentile has been with the Quaker Valley School District since 2001 with the exception of 2009 and 2010, when she worked in the Fox Chapel Area School District. At Quaker Valley, Gentile previously served as a high school English teacher, elementary school principal, and assistant high school principal.

MARGOT GOLDBERG (MAT '14) was named a 2014 Knowles Science Teaching Foundation (KSTF) Teaching fellow. KSTF seeks to improve science, technology, engineering, and math education by building a stable group for teachers who are trained and supported as leaders from the beginning of their careers. Goldberg began her first year of teaching science at University Preparatory School at Pittsburgh Milliones 6–12, University Preparatory School, in fall 2014.

TERENCE P. MEEHAN (EdD '14) was appointed superintendent of the Neshannock Township School District in July 2014.

ANTHONY MOONEY (MEd '12) joined the Quaker Valley School District as its middle school principal in late 2014. He previously served as principal of Highland Middle School in the Blackhawk School District in Beaver County, Pa.

K. HOLLY SHIFLETT (PhD '14) participated in an Accrediting Council for Independent Colleges and Schools (ACICS) accreditation visit at the Universidad San Ignacio de Loyola (USIL) in Lima, Peru, with a team of international scholars. USIL, a for-profit career school with programs in business, hospitality, and graphic arts, is seeking to be the first university in Peru to achieve U.S. accreditation. ACICS accredits career and private colleges in the United States and internationally.

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Mary Goldberg Improves Life on Campus for Veterans and Students with Disabilities

At the age of 32, Mary Goldberg has already made a significant impact on the fields of STEM (science, technology, engineering, and mathematics), rehabilitation, and higher education.

After graduating from the University of Pittsburgh School of Education in 2007 with an MEd in higher education management, she began working as the education and outreach coordinator in Pitt's Department of Rehabilitation Science and Technology (RST).

During her time in RST, she has developed new initiatives, including the Experiential Learning for Veterans in Assistive Technology and Engineering (ELeVATE) program with Distinguished Professor and FISA-Paralyzed Veterans of America Chair Rory Cooper. Goldberg also caught the attention of national student veterans' groups, which led her to scale and replicate the transition program across the country and to receive a promotion to education and outreach project director in RST. Since she created this 10-week summer program (which includes remedial mathematics and writing courses as well as applied lab projects) in 2011, more than 25 veterans have completed it.

Other projects she has worked on include the Quality of Life Technology Enrichment program with Cooper, RST associate professor Dan Ding, and former Pitt Disability Resources and Services Director

Lynnett Van Slyke to support students with disabilities at Pitt and the Technology and Innovation for People with Disabilities Program with RST assistant professor Jon Pearlman. This program provides experiences in product development for rehabilitation science, engineering, business, and law students. She also has taught three courses, has written grant proposals for education and outreach programs, and has been recognized as staff member of the year twice and nominated for the Chancellor's Award for Staff Excellence in Service to the Community and in Service to the University.

As for her professional focus on those with disabilities, Goldberg says that she's always been drawn to programs that help people and was inspired by the undergraduate and graduate students with disabilities with whom she's worked in RST.

"I wanted to bring more students and vets with disabilities into the areas of STEM and rehabilitation because their personal experiences advance the field and help break down barriers," says Goldberg.

In January 2008, Goldberg returned to the classroom—informally—as a student at the University of Pittsburgh. She then formally enrolled in August 2010, graduating three years later with a Doctor of Philosophy degree in administrative and policy studies.

"The thing I enjoy most about my work is that it's constantly evolving, which allows me to apply what I'm learning in one area to other projects."

—MARY GOLDBERG

"I loved working closely with faculty members and stay in touch with several of them. They were great mentors," says Goldberg. "I also really enjoyed learning about the practical experience and the research of both my instructors and classmates, several of whom I've collaborated with since graduation. My career has been fostered by the teams I've worked with as a student and a professional."

In September 2014, she transitioned from her director position to become an assistant professor in RST.

"The thing I enjoy most about my work is that it's constantly evolving, which allows me to apply what I'm learning in one area to other projects," she says.

Her latest project is working as an instructor for a new massive open online course on disability awareness that is aimed at faculty and staff members worldwide to help them better support students with disabilities and is due to launch in September 2015. •



Andy J. Benedict (BS '83) died on January 26, 2015, at the age of 92. Born January 1, 1923, in Detroit, Mich., he was the son of the late Andy and Katherine V. Benedict.

A veteran of World War II, Benedict was active in the community, serving as an umpire for the Robinson Township Boys Baseball League, an officer and member of the Robinson Township Water Authority, and head of the Bishop Canevin High School fundraising project for Holy Trinity Parish. After spending 60 years in the graphic arts trade, he finished his career teaching graphic arts at the high school level in the Pittsburgh Public Schools and at the Parkway West Area Technical School, from which he retired in 1988.

Benedict is survived by his wife, Dorothy; his sons, Andy, John, Michael, George, and Jon; four grandchildren; and six great-grandchildren. *For more background on Benedict's story, read the June 2015 issue of the School of Education's online magazine, PittEd, which is available at education.pitt.edu.*

Nancy Ellen Curry (MEd '56, PhD '72) died on January 10, 2015. She taught at the University of Pittsburgh for 35 years and retired as professor emerita. She also held joint appointments in the Schools of Education, Medicine, and Health and Related Professions (now the School of Health and Rehabilitation Sciences). A licensed psychologist, Curry was a well-known educator in the areas of academic administration, teaching, and scholarship in early child care and education, with a special focus on play and its developmental benefits.

Curry was born on January 26, 1931, to George R. and Mary Covert Curry in Brockway, Pa. She is survived by her sister, Barbara Curry Aikman, of Brookville, Pa., along with 12 nieces and nephews and their children and grandchildren. She was preceded in death by three sisters.

Mary Eckman (MEd '48), of Mt. Lebanon, Pa., died on March 12, 2014. Eckman was a teacher at Brentwood High School and then later at Our Lady of Grace School in Pittsburgh. She was the organist at Bethlehem Lutheran Church and a member of Southminster Presbyterian Church. Eckman was preceded in death by her husband, Alexander P. Eckman. She is survived by her son, Alexander L. Eckman; her sister, Doris Trimble; her grandchildren, Mary Ann and Alexandra Lynn Eckman; and nieces and nephews.

Charles Gorman (EdD '67) died on May 7, 2015. In 1994, he received the School of Education's Distinguished Educator Award. He also was part of Pitt's Tri-State Area School Study Council. Gorman retired in 2006 with the title of associate professor emeritus in the Department of Administrative and Policy Studies. He was preceded in death by his wife of 50 years, Patricia, and his parents, Charles and Mae Gorman. Gorman was the father of Charles E. Gorman and James Gorman and grandfather of Molly and Sarah. Also surviving Gorman are his sisters, Naomi and JoAnn; his brother, John; and nieces and nephews.

Raymond Hummel, professor emeritus, died on March 16, 2015, at the age of 93. Hummel began college in 1939 at Baruch College of the City University of New York, where he studied until joining the military in 1942 during World War II. He was discharged in February 1946, at which time he immediately entered Columbia University, from which he graduated with a PhD in counseling psychology. He was an assistant professor at Harvard University for seven years and then became an associate professor at the University of Pittsburgh, from which he retired

in 1993 at the age of 70. Born on August 13, 1921, in Brooklyn, N.Y., Hummel was the son of the late Joseph and Elizabeth Hummel, husband of Suzanne Hummel, father of Mark Hummel and Christopher Hummel, stepfather of Nina Larsen, grandfather of Lia Larsen Charles, and brother of Gerard Hummel. Hummel most recently resided in Bethel Park, Pa.

Francis Rifugiato (BA '50, MEd '51) died on September 27, 2014, at the age of 89. Rifugiato served with the U.S. Army's 12th Armored Division in England, France, and Germany during World War II. He served as a teacher and vice principal at the former Schenley High School; principal at Pittsburgh Perry High School; and, for 21 years, director of curriculum for the Pittsburgh Public Schools. He also traveled the country with the Hal McIntyre Orchestra as a musician. He was a longtime member of the Pennsylvania Association of School Retirees and the Order Italian Sons and Daughters of America. Rifugiato was husband for 63 years to Rosemary Campo Rifugiato; father of Francis Rifugiato, David Rifugiato, Gina Siegwart, and Lynne Young; brother of Cornelius Rifugiato; grandfather of 10; and great-grandfather of two. He was preceded in death by two brothers and three sisters.

Richard Seckinger, professor emeritus, died on February 10, 2014, at the age of 91. He served during World War II in Europe and played in the U.S. Army Band. Born on February 3, 1923, in McKeesport, Pa., to the late Edward and Miriam Seckinger, Seckinger started his career at Bethune-Cookman University in Daytona Beach, Fla., and returned to Pittsburgh in 1960 as a professor in the University of Pittsburgh School of Education, where he taught for 33 years until his

retirement. Seckinger was a member of Calvary Episcopal Church, where he was a longtime participant in the choir, and he and his wife, Carol, spent the majority of their summers in the Canadian province of Nova Scotia, Carol's birthplace.

Seckinger is survived by his wife of more than 45 years, Carol Seckinger; their children, Sarah Charron, John, and David Ryan; and their grandchildren, Nathaniel and Hannah Charron. He also is survived by his son, Karl; his granddaughter, Briana; his great-grandson, Brian; his brother, Henry; and nieces and nephews.

J. Matthew Simon died on May 20, 2015, at the age of 73. He began his career as a chemistry faculty member at what is now Point Park University, of which he ultimately became president, a position he held from 1986 to 1995. In his first year after leaving the

presidency, he took a sabbatical and became a visiting scholar at the University of Pittsburgh School of Education in the Department of Administrative and Policy Studies for a year. He then returned to Point Park, where he served as a distinguished professor in its Department of Natural Sciences and Engineering Technology, and also served as an adjunct instructor in the Pitt School of Education. Simon retired in 2007. He also was a member of the Pittsburgh Intergovernmental Cooperation Authority selected by the state to approve city budgets. In addition to his wife, Janet, Simon is survived by two sons, Jacob Simon of Pittsburgh and Edward Simon of Bethlehem, Pa.

Albert C. Van Dusen, professor emeritus, died on December 18, 2014, at his residence at Friendship Village of South Hills in Upper St. Clair, Pa. After serving as a U.S. Navy

officer during World War II, Van Dusen began his academic career at Northwestern University in 1944, eventually rising to become a vice president of the university. In 1957, he was recruited to Pitt by Chancellor Edward Litchfield, and he later served as assistant chancellor for planning and development, assistant vice chancellor for professional schools and for program development and public affairs, and secretary of the University Board of Trustees. Van Dusen also was a member of a number of community and nonprofit boards, including those of WQED Multimedia; Duquesne University; the Japan-America Society of Pennsylvania; the World Affairs Council of Pittsburgh; ACTION-Housing, Inc.; the YMCA of Greater Pittsburgh; and the Pittsburgh History & Landmarks Foundation. Van Dusen is survived by his wife, Margaret, and his daughters, Margaret Van Dusen Pysh of Arizona, Jane Van Dusen of Oregon, and Sara Van Dusen of California.

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AGREEMENT ENCOURAGES International Collaboration



Renée and Richard Goldman Dean Alan Lesgold (right) and his wife, Sharon, enjoy dinner with Li Rui and Qing Xia of Beijing Normal University (BNU) in China. The four met to celebrate the signing of an agreement between the School of Education and BNU to create new programs and projects in continuing education and teacher training.

The School of Education has signed a memorandum of understanding with Beijing Normal University (BNU) that will provide a platform for joint projects and a “hope that faculty in both institutions will pursue future collaborations,” according to Renée and Richard Goldman Dean Alan Lesgold.

One project is already under way: an effort to prepare Chinese high school graduates to study in the United States. After graduating from high school, between 30 and 50 Chinese students will spend part of a year in the joint BNU/Pitt program. Initially, they will prepare in Beijing—a process that will include an online introduction to American college study. Then, they will spend the summer term at Pitt, receiving further orientation to the United States through a Pitt course and day-to-day experiences.

“We expect that the program will also enrich the learning experience of all Pitt undergraduates, since they will have more students from a major country living and studying with them.”

—ALAN LESGOLD