

UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION

SPRING 2009

NEWS



**Passion, Pursuit,
and Progress:
Reflections on
Achievement**



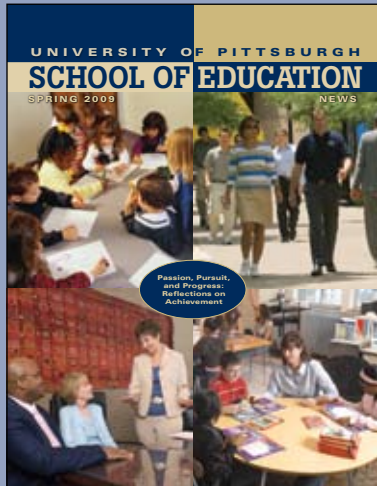


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From the Dean A New Generation with Plenty to Do

Throughout this issue, you will learn about many of the school's recent accomplishments. As I reflect on these successes, I feel an overwhelming sense of pride. I have always been proud to be a part of the University of Pittsburgh School of Education, but now, more than ever, I realize what a truly special place it is to be. The new colleagues who have joined us recently have added so much to the overall capabilities of the school and help to ensure that Pitt will be a major force in the improvement of education in the decades to come. I am closer to the end of my career than the beginning, so it is reassuring to see that the University I love has great expectations beyond any time I am able to stay here. But there is another especially important reason to be happy about the pool of talent that the School of Education has amassed.

For educators, these truly are "times that try men's souls," as Thomas Paine once said. All around us, we see signs that individual prospects and even the fate of the larger community rest upon education. The financial crisis we face occurred in part because people at every level, from individual consumers to bankers to federal regulators, felt they had to engage in activities with implications they did not understand. Yes, the loan aggregations were complex, but millions of people made mistakes on mortgages because they were not capable of making sense



Alan Lesgold

of the situations in which they found themselves. The next crisis of excess personal debt also will come about because of a lack of understanding of how much one has to pay for how long to retire a given amount of debt. Millions of health crises come about because people cannot read or follow simple instructions and do not understand the meaning of messages they receive from health care providers. The bottom line? We live in times that require more substantial and more universal education. That is a challenge for our School of Education.

Our society also has become, to our credit and to our long-term advantage, a truly multicultural society. While a

good thing, this, too, poses challenges for our education system. Learning involves attaching new ideas to existing knowledge and experience. When a teacher and a student share little in the way of experiences, building new knowledge in the mind of that student is a special challenge for the teacher. Indeed, we have not seen a truly multicultural education system previously in the history of education. We have, however, seen systems that worked if the student assimilated fully into the teacher's culture. That was the case in my grandparents' generation, but that is not what can or should happen today. So, developing principles and approaches to effective education across cultures is another grand challenge for our School of Education. We already are addressing it partly through our partnership with the Pittsburgh Public Schools to operate Pittsburgh Milliones 6–12, University Preparatory School.

Our society wants schooling to be more accountable. People want to know that their substantial investment in schools is paying off. Unfortunately, the approaches we take to measuring the results of education are limited. We can measure recall of factual knowledge and whether someone can solve a problem and get the "right" answer. That's done easily and cheaply with multiple-choice tests. But we don't do as well when we must

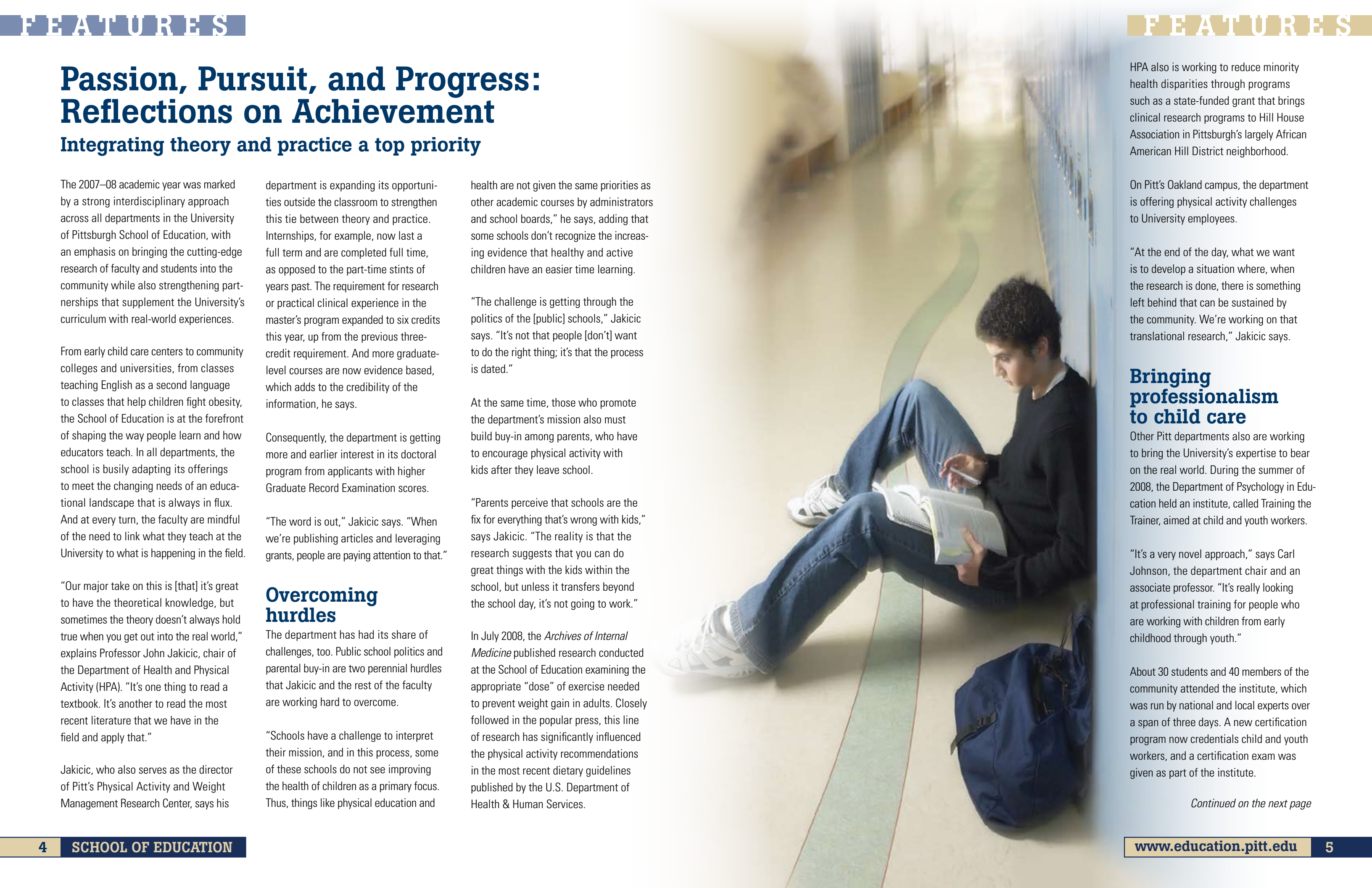
measure the ability to communicate complex information, appreciate the beauty and intricacy of an effective political argument, or resolve a conflict that might arise in a business discussion or a school board meeting. Filling in a multiple-choice test form imposes an additional cognitive load that, for some children, can degrade their ability to perform well.

I can give my car hundreds of voice commands, but a child still has to fill in multiple-choice forms to take a test. Within a few years, I will be able to search for information relevant to a particular situation on the Internet by inputting a paragraph description of that situation, but children will still be filling in multiple-choice forms. Innovative development of less intrusive and richer testing technologies represents another challenge for the School of Education.

Overall, the combination of longtime colleagues and those who have joined us recently gives me confidence and a sense of revitalization. As you will see from reading this issue, the faculty and students have made significant contributions already to addressing many of the issues the field of education faces currently. The School of Education will continue to be a major contributor, both in the training of educators and in the development of improved approaches to education. Our work is needed, and, as a collective faculty, we are up for the challenges.

Alan Lesgold, Professor and Dean





Passion, Pursuit, and Progress: Reflections on Achievement

Integrating theory and practice a top priority

The 2007–08 academic year was marked by a strong interdisciplinary approach across all departments in the University of Pittsburgh School of Education, with an emphasis on bringing the cutting-edge research of faculty and students into the community while also strengthening partnerships that supplement the University’s curriculum with real-world experiences.

From early child care centers to community colleges and universities, from classes teaching English as a second language to classes that help children fight obesity, the School of Education is at the forefront of shaping the way people learn and how educators teach. In all departments, the school is busily adapting its offerings to meet the changing needs of an educational landscape that is always in flux. And at every turn, the faculty are mindful of the need to link what they teach at the University to what is happening in the field.

“Our major take on this is [that] it’s great to have the theoretical knowledge, but sometimes the theory doesn’t always hold true when you get out into the real world,” explains Professor John Jakicic, chair of the Department of Health and Physical Activity (HPA). “It’s one thing to read a textbook. It’s another to read the most recent literature that we have in the field and apply that.”

Jakicic, who also serves as the director of Pitt’s Physical Activity and Weight Management Research Center, says his

department is expanding its opportunities outside the classroom to strengthen this tie between theory and practice. Internships, for example, now last a full term and are completed full time, as opposed to the part-time stints of years past. The requirement for research or practical clinical experience in the master’s program expanded to six credits this year, up from the previous three-credit requirement. And more graduate-level courses are now evidence based, which adds to the credibility of the information, he says.

Consequently, the department is getting more and earlier interest in its doctoral program from applicants with higher Graduate Record Examination scores.

“The word is out,” Jakicic says. “When we’re publishing articles and leveraging grants, people are paying attention to that.”

Overcoming hurdles

The department has had its share of challenges, too. Public school politics and parental buy-in are two perennial hurdles that Jakicic and the rest of the faculty are working hard to overcome.

“Schools have a challenge to interpret their mission, and in this process, some of these schools do not see improving the health of children as a primary focus. Thus, things like physical education and

health are not given the same priorities as other academic courses by administrators and school boards,” he says, adding that some schools don’t recognize the increasing evidence that healthy and active children have an easier time learning.

“The challenge is getting through the politics of the [public] schools,” Jakicic says. “It’s not that people [don’t] want to do the right thing; it’s that the process is dated.”

At the same time, those who promote the department’s mission also must build buy-in among parents, who have to encourage physical activity with kids after they leave school.

“Parents perceive that schools are the fix for everything that’s wrong with kids,” says Jakicic. “The reality is that the research suggests that you can do great things with the kids within the school, but unless it transfers beyond the school day, it’s not going to work.”

In July 2008, the *Archives of Internal Medicine* published research conducted at the School of Education examining the appropriate “dose” of exercise needed to prevent weight gain in adults. Closely followed in the popular press, this line of research has significantly influenced the physical activity recommendations in the most recent dietary guidelines published by the U.S. Department of Health & Human Services.

HPA also is working to reduce minority health disparities through programs such as a state-funded grant that brings clinical research programs to Hill House Association in Pittsburgh’s largely African American Hill District neighborhood.

On Pitt’s Oakland campus, the department is offering physical activity challenges to University employees.

“At the end of the day, what we want is to develop a situation where, when the research is done, there is something left behind that can be sustained by the community. We’re working on that translational research,” Jakicic says.

Bringing professionalism to child care

Other Pitt departments also are working to bring the University’s expertise to bear on the real world. During the summer of 2008, the Department of Psychology in Education held an institute, called Training the Trainer, aimed at child and youth workers.

“It’s a very novel approach,” says Carl Johnson, the department chair and an associate professor. “It’s really looking at professional training for people who are working with children from early childhood through youth.”

About 30 students and 40 members of the community attended the institute, which was run by national and local experts over a span of three days. A new certification program now credentials child and youth workers, and a certification exam was given as part of the institute.

Continued on the next page

“The whole field of child and youth work is just in the process of being professionalized,” Johnson says. “Many of the people working with children have very little training. It’s a developing professional field, and we’re one of the few places in the country that are working to develop professional standards in child and youth work.”

Under the direction of Associate Professor Mary Margaret Kerr, the department also developed a new program in school-based behavioral health that seeks not only to intervene when problems occur but also to prevent problems by setting up environments that support the social, emotional, and intellectual development of children.

“Simply put, this trains people to put into practice the best professional standards and practices for serving the mental health needs of children in schools,” Johnson says.

In a similar vein, Assistant Professor Heather Bachman has developed partnerships in her research with early childhood centers serving low-income children. While Bachman researches teacher practices that promote development and school readiness, she also is providing Pitt students to help the centers with their needs.

The psychology in education department also offers a research methodology program that trains professionals in measurement, research design, statistical methods, and test development within the educational arena.

“Our school is exceptionally fortunate to have a top-notch research methods program with faculty who are not only



outstanding in their own field, but who are also outstanding as teachers and collaborators, generously sharing their leading methodological expertise with students and faculty across the school and University,” says Johnson.

In other accomplishments over the past year, faculty members frequently published in such highly regarded journals as *Applied Measurement in Education* and *Structural Equation Modeling*; Professor Suzanne Lane was appointed to serve as one of 16 national experts on the National Technical Advisory Council for No Child Left Behind; and Assistant Professor Feifei Ye obtained a Central Research Development Fund grant to study multilevel item response theory for longitudinal designs, which will have implications for school effectiveness research by providing more accurate estimates of school effectiveness.

As part of the department’s practice learning, students at all levels are applying their skills to underserved agencies, both individually and in groups.

“Really, the relationship between research and practice is bidirectional,” says Johnson. “We know [that] in order to understand development, you really have to appreciate the context in which it occurs. You really have to understand

it from the point of view of parents, teachers, [and] child care professionals. What’s happening on the ground? What is the situation the kids are living in? What’s the culture? You can’t understand development without deeply appreciating those factors.”

Meeting the challenge of new requirements

New certification requirements for school principals and superintendents are under way, and the administrative and policy studies department is in the process of redesigning its certification and letter of eligibility programs under the leadership of Clinical Associate Professor Charlene Trovato. Toward that end, Trovato has involved faculty members across several departments within the school during the past year. As a result, the programs have been packaged differently and internships have been tightened up so that students understand expectations. That effort is expected to last at least through spring 2009, according to John Weidman, department chair and professor.

Stewart Sutin, former president of the Community College of Allegheny County, joined the faculty and has led the effort to develop an area of concentration in community college leadership. Sutin convened an advisory council that includes community college presidents from around the country and has developed a proposal currently under review. The program would include four new courses and would be the first of its kind in the region, according to Weidman.

“Community college is a very large sector of postsecondary education,” notes Weidman. “It’s very closely tied to workforce development in many parts of the country, tends to be primarily public, and [is] the lowest-cost option for the first two years of higher education, so it’s a very popular area.”

The challenge, he notes, is in developing the leaders who will drive these institutions.

“There just is kind of a vacuum” in community college management, says Weidman. “There are not a lot of people who are moving up through the ranks to assume leadership. The current generation is retiring, and there is not a lot behind them.”

Internationally, the department has sent faculty along with three international team members to assess institutional capacity for secondary education in Vietnam. Last summer, the team traveled to visit provinces near Hanoi and meet with school authorities to determine how an \$80 million loan from the Asian Development Bank might best be used.

Weidman; Associate Professor John Yeager; and a since-retired colleague, Seth Spaulding, began working with the bank as far back as 1993, offering technical assistance for education projects in Mongolia, Indonesia, Laos, and Uzbekistan, among other nations. In this latest project, the team plans to explore ways to cooperate in the future, possibly with student and faculty exchanges and program development activities.

Doctoral education, new minor

In the Department of Instruction and Learning, the focus also has been on addressing changes to state regulations for teacher certification, says Rick Donato, the new department chair. Elementary certification is now prekindergarten through grade four, and grades four through eight require an intermediate certificate.

Students also now need nine credit hours dealing with special education as well as a three-credit hour course teaching English language learners. Freestanding special education certificates will disappear by 2012–13; certification instead will be given in conjunction with a content area specialty.

For the first time this past summer, the department taught an English language learners course that was created from state guidelines and the School of Education’s own expertise. As part of the clinical component, students worked with foreign language learners, Donato says.

The department, which had 897 active students as of September 1, 2008, is the size of a small liberal arts college. In addition to certification-related changes, administrators also have turned their attention to doctoral programs, transforming a few popular “special offering” courses into regular parts of the curriculum on a three-year cycle.

Meanwhile, the department also is offering a doctoral seminar, under the direction of Associate Professor Kevin Crowley and Visiting Professor James Greeno, through which students learn how

to write proposals for research grants and conferences. Additionally, a PhD and EdD in language, literacy, and culture are now available.

“This program allows us to bring together foreign language education, English education, social studies, and reading,” Donato says.

The idea is to increase the number of faculty members who work with the students, fostering a more interdisciplinary approach.

An undergraduate minor in education is another work in progress in the department and may be ready by the fall term 2009. Students would declare a minor in their freshman year, then take 18 credits of education courses as undergraduates. They would be assigned advisors in each school and complete a fifth year for certification after graduating with their bachelor’s degrees. So far, 60 students have expressed interest in the minor—demand that reflects a growing interest in education as a profession, Donato says.

“We have quite a few students at our school who are career changers,” he says, adding that many arrive with a strong commitment to urban education. “They want to work in a helping profession; they want to work with kids.”

By creating a strong foundation from which teachers can build their skills and researchers can pursue new ideas and methodologies, the School of Education remains a recognized leader in providing the training, knowledge, and experience that will shape the minds of generations to come.

Louis and Kimberley Gomez: Peak Performance



Louis Gomez

What would draw two of the nation’s leading experts on successful urban schools—dedicated educators who’ve shown how to close the achievement gap in the nation’s largest urban public schools—to America’s 56th-largest city, Pittsburgh?

Louis and Kimberley Gomez have reached a point in their careers where they could choose the challenge or environment that fit best. They’ve chosen to apply their combined talents and passion to new positions at the University of Pittsburgh School of Education.

Together, they are anchoring a team of educators who will help to realize the vision for Pittsburgh Milliones 6–12, University Preparatory School, the new partnership school formed by the School of Education and Pittsburgh Public Schools.



Kimberley Gomez

Louis Gomez, formerly the Aon Professor of Learning Sciences and professor of computer science at Northwestern University, is the inaugural holder of the Dr. Helen S. Faison Chair in Urban Education at Pitt and the first director of Pitt’s Center for Urban Education. He also is serving as a senior scientist in Pitt’s Learning Research and Development Center (LRDC).

Kimberley Gomez, former associate professor in the University of Illinois at Chicago’s College of Education and a researcher in its Learning Sciences Research Institute, also has joined the Pitt faculty in the School of Education’s Department of Instruction and Learning and Learning Policy Center and as a research scientist in LRDC.

Together and individually, the Gomezes have demonstrated that poor school performance can be turned around with the right school leadership, teacher training, parent and community involvement, and support.

“We’re not making the move to Pittsburgh to fail,” says Louis Gomez. “We really believe that the conditions here are right for success, for this school and these students, and for all schools.”

Louis Gomez points to the relatively small city school population. “You’ve got [approximately] 30,000 students,” he says. “All of the students could sit on one side of Heinz Field. On the other side would be those of us who have pledged, in some way, to make a difference. We can look each one of them in the eye and make that pledge.”

In the case of Pittsburgh Milliones, Louis Gomez and other Pitt experts associated with the Center for Urban Education are embedded in the school, working hand in hand, day after day, with teachers; staff; and school Principal Sito Narcisse, EdD, a graduate of the School of Education school leadership program.

“I think that what sets Louis and Kim Gomez apart is the passion that they bring to urban education and their desire to be here at the school on a day-to-day basis,” says Narcisse.

Everyone involved with Pittsburgh Milliones, including parents, seems to have bought into a simple rule that Narcisse voices whenever he gets a chance. “Failure,” he says, “is simply not an option.”

Kim Gomez agrees. She and several Pitt colleagues are spending a significant portion of each week inside Pittsburgh Milliones, working with teachers to improve their professional practice. “We recognize the opportunity here,” she says, “to change a culture of low expectation, to close the achievement gap, and to impact generations.”

She knows success requires more than rhetoric and good intentions. “We know in great detail what’s required for kids to succeed in an urban school environment,” she says. “There’s nothing magical about it. It takes a lunch bucket approach.”

Central to the approach that the Gomezes bring is that kids can’t learn unless they know how to read with a sophistication required in the 21st century. They must learn more than just basic literacy skills, and, rather, obtain more complex decoding and reading-to-learn skills.

This mural adorns a hallway in the Pittsburgh Milliones school building, which formerly was Margaret Milliones Middle School. It was painted by artist Tarish Pipkins with the assistance of several students at Margaret Milliones. Pipkins said the purpose of the mural was to capture the essence of Pittsburgh and to highlight the diversity of its communities.

They must develop the ability to extract information and meaning from text within specific disciplines such as science, math, economics, geography, or the arts.

Teachers at Pittsburgh Milliones use annotation and other building blocks to help students build and refine such reading-to-learn skills as defining, summarizing, retrieving information, serializing, analyzing, synthesizing, and reflecting. An intensive READ 180 course has been developed for students not yet on grade level.

“Competent readers understand how to apply reading-to-learn skills that are appropriate to the domain and to the

task requirements,” says Louis Gomez. “Ensuring that early adolescents master reading to learn is a key first step in moving them toward productive adulthood. That’s how you turn low achievement into life-changing skills for reading, math, and science.”

“What impresses us most about Dr. Gomez,” says Pittsburgh Public Schools Superintendent Mark Roosevelt, “is that he makes working with urban students and educators his priority. He is no ‘ivory-tower’ professor, and we look forward to working closely with him and Kimberley Gomez as we move forward.”



Kinder Kinetics Receives United Cerebral Palsy’s 2008 Humanitarian Award

The School of Education’s Kinder Kinetics program received the 2008 United Cerebral Palsy (UCP) of Pittsburgh Humanitarian Award. This award is given each year “to an individual or corporation that has shown commitment and generosity of spirit in benefiting people with disabilities.”

Kinder Kinetics was created to meet the motor development needs of children ages 3–12, including children with special needs. The program provides both physical education and aquatic instruction in an inclusive setting.

Courtney Walker, development director for UCP of Pittsburgh, indicated that the goals

of Kinder Kinetics—particularly its focus on an inclusive environment for children with special needs—directly aligns with UCP’s mission.

“The program is a wonderful example of true inclusion, and we’re always so happy when one of the kids we’re working with chooses to participate in Kinder Kinetics. ... This is the first time that a children’s program has ever been recognized at our annual awards banquet,” said Dori Ortman, program coordinator for UCP Kids.

Past and current student directors of Kinder Kinetics include Marybeth Miller (MEd ’83, PhD ’90), Gail Polkis (BS ’83, MA ’86,

PhD ’90), Marylou Olmo (BS ’62, MEd ’65), Norma McGinnis (MS ’93), Wagner De Campos (MS ’90, PhD ’93), Iverson Ladewig (MS ’90, PhD ’94), Allen Wagner (MEd ’72), Gary Clark (PhD ’08), Fabio Fontana (MS ’04, MEd ’06, PhD ’07), Ovande Furtado Jr. (MS ’04), Oldemar Mazzardo Jr. (MS ’04, PhD ’08), Comfort Mokgothu (MS ’00, PhD ’07), Brent Lopick (MS ’08), and Randall Keech.

In addition to the student directors, the staff contributed significantly to the enhancement of children’s moving. The staff of Kinder Kinetics is proud to have contributed to the health and wellness of children of all ability levels.

TELL US WHAT’S NEW!

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

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2007–08 Grant and Research Highlights

Faculty and students in the School of Education have been extremely productive. Grant funding has increased and faculty members have received numerous awards, given keynote addresses at prestigious events, and contributed greatly to their respective professions beyond the School of Education.

Grant funding increased in the 2007–08 year to \$18.9 million from \$15.6 million and included funding from the National Institutes of Health (NIH), National Science Foundation (NSF), Spencer Foundation, and Pennsylvania Department of Education. The areas garnering grant and scholarship support include measurement, assessment, and evaluation; enabling factors; obesity prevention, intervention, and physical activity; international education; language, literacy, and culture; learning sciences and policy; and teaching, teacher education, and curriculum development.

According to *U.S. News & World Report’s* “America’s Best Graduate Schools 2009,” the School of Education ranked 24th in the nation with regard to the average of funded research per faculty member. The school was ranked above the University of Pennsylvania, Temple University, and Pennsylvania State University within that category. This year, faculty members have worked even harder to increase external funding.

The following are the areas in which funding was received for 2007–08. For a complete listing of grants, publications, and presentations, visit www.education.pitt.edu/publications/facultypublications2008.pdf.

Measurement, Assessment, and Evaluation

Support of measurement, assessment, and evaluation projects totaled \$185,000 and came from Horizon Research, Inc.; NIH; the Health Resources and Services Administration; and Allegheny County.

Faculty research was published in various journals, including *The Journal of Educational Research*, *Teachers College Record*, *Elementary School Journal*, *Applied Measurement in Education*, and *Educational and Psychological Measurement*. Topics ranged from evaluation of various projects and state assessment issues to accountability and model development.

Enabling Factors

Approximately \$5.7 million was provided for early childhood development projects, which focused on enabling factors such as family and community engagement, readiness skills that promote childhood success, and quality care around the world. Funding came from the Heinz Endowments, National Center for Marriage Research, William Penn Foundation, Whole Child



Faculty members were published in numerous journals in the 2007–08 academic year, including (clockwise from top) the Archives of Internal Medicine, Journal of the Learning Sciences, and Developmental Psychology.

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International, U.S. Department of Health and Human Services, YMCA of Greater Pittsburgh, Allegheny County, and the Spencer Foundation.

Related research was published in a variety of journals, including *School Psychological Review*, *Developmental Psychology*, *Early Childhood Services*, and *Infants & Young Children*. Areas of research ranged from best practices in early childhood intervention and spiritual development to strategies

(Continued on the next page)

2007–08 Grant and Research Highlights

(Continued from page 11)

for addressing behavior problems, school crisis prevention and intervention, and prediction of early childhood success.

Obesity Prevention, Intervention, and Physical Activity

Approximately \$1.9 million in grant money was obtained for health and wellness projects. Funding sources for these efforts included NIH, the Jewish Healthcare Foundation, Children's Hospital of Pittsburgh of UPMC, and several universities. The research covered physical activity and nutrition, prevention and intervention related to diabetes and obesity, ratings of perceived exertion, strength and conditioning, and children's programming. Examples of the journals where faculty published include *The Journal of Clinical Psychiatry*, *The Journal of Strength and Conditioning Research*, *Journal of the American Dietetic Association*, *International Journal of Medical Sciences*, *Archives of Internal Medicine*, and *Journal of Public Health Management and Practice*.

International Education

The international efforts were supported by \$338,000 in funding from the Educational Development Center, Inc., and

Creative Associates International, Inc. Related research was published in *Comparative Education Review* and *Teachers College Record*. Topics included critical analyses of education in various countries, social and cultural foundations of education, higher education in China, and HIV/AIDS response.

Language, Literacy, and Culture

Research related to language, literacy, and culture covered topics such as multicultural literature, using literature to help children cope with difficult situations, language development, literacy coaching, and differentiated reading instruction. Journals publishing faculty research included *The Modern Language Journal*, *Childhood Education*, *Urban Education*, *Learning Languages*, and *English Journal*.

School Leadership

The School Leadership Program, part of the Department of Administrative and Policy Studies, obtained \$1.9 million in cumulative funding from sources that include the Grable Foundation, Heinz Endowments, Claude Worthington Benedum Foundation, Pittsburgh Foundation, Henry C. Frick Educational Fund, Commonwealth of Pennsylvania, and Pittsburgh Public Schools.

Teaching, Teacher Education, and Curriculum Development

Support of teaching and learning totaled \$3.15 million from the Spencer Foundation, NSF, Allegheny Intermediate Unit, National Council of Teachers of English Research Fund, National Assessment of Educational Progress, U.S. Department of Education, Verizon Foundation, Heinz Endowments, and Pittsburgh Public Schools. More than \$5.5 million was received to support projects in special education, with funders including the Health Resources and Services Administration, Pittsburgh Public Schools, U.S. Department of Education, Lehigh University, the Commonwealth of Pennsylvania, and the Pennsylvania College of Optometry.

Related research was published in numerous journals, including *Science & Education*, *Journal of Curriculum and Pedagogy*, *Research in Sociology of Education*, *Mathematical Thinking and Learning*, *Mathematics Teaching in the Middle School*, *Journal for Research in Mathematics Education*, *The American Journal of Education*, *The American Annals of the Deaf*, and the *International Journal of Science and Mathematics Education*.

Learning Sciences and Policy

Research in the area of learning sciences and policy was published in a number of journals, including *Journal of the Learning Sciences*, *Games and Culture*, *Journal of Applied Developmental Psychology*, *The Reading Teacher*, *Reading Psychology*, *The Elementary School Journal*, *Theory and Research in Social Education*, *Teaching and Teacher Education*, *Mathematical Thinking and Learning*, *PAACE* [Pennsylvania Association for Adult Continuing Education] *Journal of Lifelong Learning*, *Research in Higher Education*, and *Educational Evaluation and Policy Analysis*. Topics included creating robust vocabulary, classroom climate, argument in mathematical and scientific contexts, high-level mathematics tasks in real-life contexts, reasoning and proving, school reform, college access, policy in North Carolina and Tennessee, and eligibility for college access.

MEd in English Education Now Available Online

Beginning with the summer 2009 term, the School of Education will offer the Master of Education in English education program online.

This 36-credit master's degree program leads to a professional degree for graduate students who wish to pursue a course of study in English language arts and literacy education that integrates academic work in research, theory, and practice. The degree is designed to help both beginning and experienced secondary teachers delve deeply into the key areas of teaching and learning in English and literacy education.

Applications for the program are now being accepted, and prospective students can apply online at www.education.pitt.edu/apply.

For more information, please call Admissions and Enrollment Services at **412-648-2230**.



2007–08 Scholarship and Fellowship Recipients

The University of Pittsburgh School of Education is pleased to announce the following scholarship and fellowship recipients. Each award is highly competitive and recognizes students who have made significant contributions within their area of study. Congratulations to the students, and thank you to those of you who have contributed to the awards.

Alumni Doctoral Fellowships

Francesca Amati
Tammy Andreyko
Julia Brooks
Jorge Delgado
William Doody
Ronald Gray
Maressa Krause
Carolina Maldonado
Ryan J. Mays
Chantee McBride
Jessica Stocks
Yukiko Yamamoto

Walter Barnes Sr. and Stella G. Barnes Endowed Scholarship

Joan E. Plunkett (MAT '08) and
Jeremy Rak (MAT '08)

John R. Bender Endowed Scholarship

Martin Karl (MAT '08)

Peter C. Bennett and Rita Blasek Bennett Endowed Scholarship

Julia Jones

Sherry Berkowitz Memorial Award

Chante Henze and Morgan Howard

Annette Crantz Briskman Scholarship

Emily Cain

Dr. Jerlean E. Daniel Book Award

Danaysia Hall

Ernest B. Dorow Award

Kyli Hudson (MAT '08) and
Martin Karl (MAT '08)

Ernest B. Dorow Endowed Scholarship Fund

Jessica Stocks

Alice Jones Drew Endowment for Student Resources

Alichia Parker

Ethel B. Feldman Scholarship

Susan Moran and Laura Zielinski (MAT '08)

Aimee Chesler Fredette Memorial Award

Tracy Shea

Eli-Sar Graf Foundation Scholarship

Kathleen Adamak, Deanna Celtnieks, and
Leslie Lancaster

Sarah F. and Elizabeth Graf Fund

Stephanie Casey (MAT '08)
Megan Graziano (MAT '08)
Christina Lengel-Frazier
Jaime Lindner (MAT '08)
Kathleen Michaeli
Jeffrey Palm
Melissa Ramsey (MAT '08)
Jean Steiner (MAT '08)
David Thomas

Margaret M. Greenawalt Memorial Scholarship

Roli Mohan

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

Melanie Karpinski (MEd '08) and
Aaron Scott Needy (MEd '08)

Stephen M. Koziol Endowment for Student Research

Adam Loretto (MAT '08)

Laughlin Endowed Fund

Brian Wargo

Ethel Henderson Luckhardt Scholarship

Stephanie Davis

Paul H. Masoner International Education Graduate Fellowship

Jorge Delgado

Dr. James and Rebecca Mauch Endowment for Student Research

Jessica Stocks

June and William Mullins Endowment

Jessica Abel, Kellie Dillow, and
Kylan Turner

Karl C.H. Oermann and Kenneth F. Metz Endowed Scholarship

Maressa Krause

Dr. Michael and H. Joan Radvansky Fellowship

Chantee McBride

Jean M. Slack Fellowship

Megan Guise and Wendy Sink

J. Orville Wood Scholarship

Raymond Ackerman
Elisa Akpo-Esambe (BS '08)
Denise Cunningham-Sarnowski
Barbara Hromiko
Shannon Lebak
Latasha Love
Lara Novelly
Autumn Rapp
Jacob Seltman
Lisa Torcaso

Lois Lyden Zord and the Honorable Joseph Zord Jr. Endowed Scholarship

Amy Taormina (MAT '08)

Four School of Education Researchers Named AERA Inaugural Fellows

Four University of Pittsburgh School of Education faculty members have been selected for the American Educational Research Association (AERA) Fellows Program. They are **Alan Lesgold**, dean and professor; **William W. Cooley**, professor emeritus; **James Greeno**, visiting professor of education and the Margaret Jacks Professor of Education Emeritus at Stanford University; and **Lauren Resnick**, professor of psychology and computer science, senior scientist and project director in Pitt's Learning Research and Development Center (LRDC), and former LRDC director.

Lesgold, Cooley, Greeno, and Resnick are being honored for their exemplary scientific or scholarly contributions to the field through the development of nationally and internationally recognized research opportunities and settings.

Lesgold received his bachelor's degree in psychology, with high honors, from Michigan State University in 1967 and his master's and doctoral degrees in psychology from Stanford University in 1968 and 1971, respectively. He also holds an honorary doctorate from the Open University of the Netherlands. He is an American Psychological Association (APA) fellow in experimental, applied, and educational psychology and also an American Psychological Society fellow. In 2001, Lesgold received an APA award for distinguished contributions of applications of psychology to education and training. In 1995, he

was awarded the EDUCOM Medal. He was president of the applied cognitive psychology division of the International Association of Applied Psychology from 2002 to 2006. Lesgold is a lifetime national associate of the National Research Council (National Academies). He also was appointed by Pennsylvania Governor Edward G. Rendell as a member of the Governors' Commission on Training America's Teachers in 2005.

At Pitt, Cooley was codirector of LRDC from 1969 to 1977. He served as director of LRDC's Pennsylvania Educational Policy Studies, director of the Department of Administrative and Policy Studies (APS) computer laboratory, and co-coordinator of APS Policy, Planning, and Evaluation Studies degree program. He earned his bachelor's degree in chemistry at Lawrence College in 1952; his master's degree in science education and statistics at the University of Minnesota in 1955; and his doctorate in science education, statistics, and measurement at Harvard University in 1958. Cooley's accolades include selection as a fellow of the Center for Advanced Study in the Behavioral Sciences at Stanford University (1972–73) and service as president of AERA in 1982–83.

Greeno received his BA, MA, and PhD degrees from the University of Minnesota. Among his honors are APA's Thorndike Award, a John Simon Guggenheim Memorial Foundation fellowship, and a Center for Advanced Study in the

Behavioral Sciences fellowship. Greeno's publications include *Thinking Practices in Mathematics*; *Science Learning*; and "The Situativity of Knowing, Learning, and Research," published in *American Psychologist* in 1998.

Resnick, past president of AERA, founded and previously directed LRDC's Institute for Learning and is founding editor of Cognition and Instruction and AERA's Research Points. She is an adjunct faculty member who teaches learning sciences and policy and is affiliated with the school's Learning Policy Center. Among her many awards and honors are the European Association for Research on Learning and Instruction Oeuvre Award, APA Thorndike Award, and APA 2007 Distinguished Contributions to Education and Training Award. She is a lifetime associate of the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine; a member of both the National Academy of Education and the International Academy of Education; and a fellow of both APA and the American Association for the Advancement of Science. She earned a bachelor's degree in history at Radcliffe College in 1957, graduating magna cum laude with the Radcliffe History Prize; a master's degree in teaching at Harvard University Graduate School of Education in 1958; and a doctorate in education at Harvard University Graduate School of Education in 1962.

Zigmond Fuels Her Passion for Special Education, Teaching



Naomi Zigmond

Naomi Zigmond has spent the better part of four decades at the School of Education, teaching others how to teach and crediting bright students and good colleagues with enriching her own career. As the first Distinguished Professor of Education since the University codified the title in 1994, she has achieved the highest honor that a faculty member can attain—but, according to Zigmond, her best years are yet to come.

She arrived at Pitt in 1970 with an interest in the education of school-age children with cognitive, behavioral, and physical disabilities. Within five years, she was getting grants to study how schools respond to the challenges of educating students with serious learning and behavioral difficulties.

Since then, Zigmond has been awarded more than \$23 million in grants and contracts for projects on which she served primarily as the principal investigator. At the time she was named a Distinguished Professor, she was receiving about \$3 million a year in external funding, largely from the Pennsylvania Department of Education and Bureau of Special Education.

She seeks to strike a balance between the inclusion of all children in regular classrooms and addressing the special needs of learning-challenged students. Toward that end, Zigmond has been instrumental in developing national and state educational policies related to the inclusion and mainstreaming of special needs children.

Zigmond sees her career as her own journey, and as her interests have changed, so have her projects. Major milestones sometimes have occurred by serendipity. While on sabbatical, she had planned to work with a colleague at Boston University who wound up leaving. Zigmond decided to go anyway and work instead with Donna Lehr, an associate professor whose specialty was severe disabilities, an area in which Zigmond had not worked before.

One month later, Pennsylvania's Bureau of Special Education put out a call for evaluation tools that would help to assess children with severe cognitive disabilities. Zigmond and Lehr worked together on a

proposal, and Zigmond, who had always been interested in assessment, brought in Pitt Associate Professor Steve Lyon.

The result was the team that developed the Pennsylvania Alternative System of Assessment (PASA), a performance-based test that consists of 20–25 tasks addressing state standards in reading, mathematics, and science.

"I continue to be impressed with her leadership abilities on this very complicated work," Lehr says of Zigmond, with whom she has now collaborated for a decade. "But what has impressed me the most has been her generosity as a teacher. She is always the mentor, creating learning opportunities for the many students with whom she works as an academic advisor and as a project director."

Rita Bean, a professor in the Department of Instruction and Learning, describes Zigmond as the kind of colleague you should consult if you want an honest opinion—though she is quick to note that Zigmond always respects the work of others.

"Naomi is a master at bringing out the best in people," says Bean. "She challenges and at the same time provides ideas and support. She's passionate about her work."

Faculty Member Receives Chancellor's Award



Jennifer Cartier

Jennifer Cartier, assistant professor of instruction and learning, was named a recipient of the 2009 Chancellor's Award for Distinguished Teaching. Chancellor Mark A. Nordenberg recognized her for her commitment to science education.

"You have demonstrated the remarkable ability to teach a broad range of students in a variety of situations, including high school students, pre-service elementary teachers, undergraduate and graduate students, and in-service training for current science teachers," Nordenberg wrote.

The quality of Cartier's teaching effectiveness is reflected in the consistently high marks on her teaching evaluations; the number of grants she has been awarded attest to her being at the forefront of her field, he noted.

"You have designed courses that actively engage students with both science content and scientific inquiry processes, and allow students to apply these ideas to authentic educational situations," the chancellor continued. "Your assignments are creative and provide students opportunities to stretch their thinking and look for real-life situations."

According to her Web site, Cartier's career path initially looked like it would take her into research. In college, she participated in a number of intensive research projects in the fields of molecular genetics and biochemistry. Her college thesis involved active-site mapping of the HIV-1 reverse transcriptase protein. Following college, Cartier earned a biochemistry master's degree based on her work in virology.

But as the daughter, wife, and sister of teachers, she said it was inevitable that her love of science eventually would be channeled into a career in education. In 1994, she entered graduate studies in science education. Since then, she has been working primarily in the

areas of curriculum development and teacher professional development in science education.

Her other duties at the School of Education include providing leadership in the development of new science teacher preparation programs, developing policies to support re-conceptualized doctoral programs in science education, developing assessment tools and protocols for science program field supervisors, and advising graduate students.

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Faculty and Staff Accolades

Heather Bachman, assistant professor, was selected by the National Institute of Mental Health to participate in the Leadership Training Institute. The institute seeks to increase diversity in social and behavioral research by providing training and mentoring opportunities.



Heather Bachman

Steve Bagnato, professor, received the 2008 College of Education Alumni Society Excellence in Education Award, the highest honor bestowed upon a Pennsylvania State University College of Education alumnus. David Monk, dean of the College of Education at Penn State, said, “You have demonstrated by your professional contributions that you embody the philosophies and values that we strive so hard to achieve as a college.”

Bagnato also was appointed to the newly formed Pennsylvania Early Learning Council (ELC) by Governor Edward G. Rendell. ELC will involve about 40 individuals who will meet regularly with the Pennsylvania Office of Child Development and Early Learning officials and the legislative staff to advise the governor on early childhood education and early intervention research and practice elements that should shape policy, regulations, and practices for the future in Pennsylvania.

Gregg Dietz, Maximizing Adolescent Potentials student counselor with the Shaler Area School District, was the advisor to M-Powerment, part of Shaler’s Youth Advocacy League. Erin Drischler, Jackie Betz, and Megan Neuf, who were seniors in high school at the time, created M-Powerment, which won a local Jefferson Award for Public Service. In addition, the women won a Jacqueline Kennedy Onassis Award for public service, one of the nation’s highest honors for humanitarian work. The Shaler seniors were selected from among 12,000 nominees and 350 local winners. Of Dietz, Betz said, “He has made us into the women we are.”

Carl Fertman, research associate professor, published the book *Student-Athlete Success: Meeting the Challenges of College Life*. The book is an important guide for undergraduate students preparing to work with student-athletes at the college or secondary level, as well as for coaches, parents, athletic directors, and student-athletes themselves.

John Jakicic, professor and chair of the Department of Health and Physical Activity, was named to the National Institutes of Health (NIH) National Heart, Lung, and Blood Institute Clinical Guidelines for Cardiovascular Risk Reduction in Adults Expert Panel. This group is charged by NIH to write evidence-based clinical guidelines, and Jakicic’s area of contribution will be related to the implications of physical activity.



John Jakicic

Louise Kaczmarek, associate professor, received the Ron Cowell Award, presented by the Pennsylvania State Interagency Coordinating Council, which advises state departments on the Pennsylvania Early Intervention System. The award recognizes excellence in service to young children with disabilities and their families.

Suzanne Lane, professor, was appointed by former U.S. Secretary of Education Margaret Spellings to serve on the National Technical Advisory Council. The council advises the U.S. Department of Education on the design and implementation of state standards, assessments, and accountability systems.

Gaea Leinhardt, professor emeritus, and colleague Carla Van De Sande, assistant professor of mathematics education at Arizona State University, received the ED-MEDIA 2008 Outstanding Paper Award for “How Tutors Benefit from Participation in Open, Online Homework Forums with a Spontaneous Participation Structure.” The paper is in the *Proceedings of the World Conference on Educational Multimedia, Hypermedia and Telecommunications 2008*. Leinhardt also was named editor of *Review of Educational Research*, one of the top journals in education.

Jennifer Lin Russell, assistant professor, received the University of California, Berkeley, Graduate School of Education’s Outstanding Dissertation Award for 2007. Russell’s dissertation, “Not Kid Stuff Anymore? Institutional Change in Kindergarten Education,” explores the extent to which kindergartens have shifted from a developmental model emphasizing social skills and play to a year of formal academic instruction. Funded by the Spencer Foundation, the dissertation illuminates how shifting conceptions of appropriate kindergarten education and state and local policies influence kindergarten teachers’ instructional practices.



Jennifer Lin Russell

Joe Werlinich, associate professor, received an honorary Doctor of Humanities degree last June from Thiel College. He was recognized for dedicating his life to the field of education. Werlinich graduated from Thiel, taught high school and coached in the Mercer Area School District, and was a dean of students at Thiel. At Pitt, Werlinich is the founder and current codirector of the Western Pennsylvania Principals Academy, a group that provides principals with support and resources as well as learning and leadership opportunities.

Faculty and Staff Promotions

Linda Berardi-Demo was promoted to assistant dean for operations and enrollment management. Dean Alan Lesgold said, "This appointment recognizes the important role she is playing in continually improving school operations and programs." In the short time Berardi-Demo has been with the school, she has worked diligently to establish consistent policies and procedures throughout the school. Previously, Berardi-Demo was director of admissions and financial aid in Pitt's School of Medicine. Berardi-Demo has published in the *Journal of College Admission* and presented at the National Association for College Admission Counseling and National Conference on Equal Opportunity.



Linda Berardi-Demo

Rick Donato, associate professor, has been appointed chair of the Department of Instruction and Learning. At Pitt since 1989, Donato is in the foreign language education program and has secondary appointments in the School of Arts and Sciences Department of French and Italian Languages and Literatures and the Department of Linguistics. Two of his papers received international recognition: the Freeman Award for best published article in 2002 on foreign language teaching and the Edouard Morot-Sir Pedagogical Prize from the Institut Français de Washington for the best article on the



Rick Donato

teaching of French language, literature, or culture published in 2002 in the *French Review*. He has given presentations and conducted workshops both nationally and internationally on foreign language learning. As department chair, Donato sees his role as a facilitator of faculty and staff as they collaborate to develop the department's vision. He also plans to assist the faculty and staff members as they strive to reach their individual professional goals.

Amanda Godley, associate professor, has been appointed associate chair of the Department of Instruction and Learning. Godley has taught English education at Pitt since 2002. As a faculty member, Godley's teaching of three key subjects—basic college-level writing, gender and literacy, and high school-level grammar and language instruction—is informed by an understanding of literacy as a social



Amanda Godley

practice inseparable from cultural and historical institutions or ideologies. In her role as associate department chair, she will work closely with Donato to ensure the establishment of clear departmental policies and procedures. In addition, she is responsible for coordinating all student paperwork, starting with admission and ending with graduation.

Anthony Petrosky, professor, was named associate dean, with the primary portfolio of academic program development. In this new role, he will work with various programs throughout

the school to develop innovative curricula and programs and establish links with other universities. One of his first responsibilities has been to develop an online program in English education. Prior to this new role,



Anthony Petrosky

Petrosky progressed through the ranks in the English education program, and he has a joint appointment in the School of Arts and Sciences Department of English. His prior administrative experience includes serving as director of teacher education in the school and as a member of the Board of Directors for the Western Pennsylvania Writing Project. He was instrumental in the establishment of the Early Adolescent English Language Arts Assessment Development Lab, which was funded by the National Board for Professional Teaching Standards. Petrosky has authored or coauthored multiple books on reading, writing, and literacy and has published poetry in a variety of publications, including *The English Record*, *The Georgia Review*, *The Ohio Review*, and *College Review*. In addition to developing an online English

education program, he also will work with faculty in the School of Arts and Sciences to develop an education minor and the forthcoming expanded track for community college leadership in the Higher Education Management Program. Petrosky also will assist in the ongoing efforts to adapt school leadership programming to address new state requirements and to leverage the expertise and experience of the Institute for Learning's staff in urban districts across the nation.

Margaret Smith was promoted to the rank of full professor. Smith said her "primary research interest is in supporting, understanding, and documenting the growth and development of prospective



Margaret Smith

and practicing mathematics teachers and the leaders who provide support to them." She is a recognized scholar who, in 2006, received a Chancellor's Distinguished Teaching Award. She has a practice-based view of teacher education: Her students

start by examining real practices and then take these ideas, expand upon them, and apply them to their own practice. Lesgold said: "Smith is a model scholar who develops and tests important new ideas about mathematics education and also works hard to implement those ideas in the real world and especially to help others implement them as well."

Mary Kay Stein, professor and founding director of the Learning Policy Center, was appointed associate director for



Mary Kay Stein

educational research and practice at the Learning Research and Development Center (LRDC). LRDC Director Chuck Perfetti said that "her expertise in mathematics instruction, teacher development, and the relationship between the policies and practices of teaching and learning matches perfectly with LRDC's educational research and practice goals." Stein established the Learning Policy Center in 2007 and remains its director.

Six Tenure-stream Assistant Professors Join the School of Education

The School of Education welcomed six tenure-stream assistant professors this past fall and winter: Michael Gunzenhauser, Douglas E. Kostewicz, Chris Lemons, Amy D. Otto, Sarah Scott, and Tanner LeBaron Wallace.

Michael Gunzenhauser was appointed in 2008 to a tenure-stream position in administrative and policy studies. Prior to moving to Pittsburgh, Gunzenhauser was an assistant professor in the College of Education at Oklahoma State University,



where he was involved in collaborative studies of large-scale whole-school reform projects based on arts integration. He worked as a member of a team studying the

Oklahoma A+ Schools and the North Carolina A+ Network. Gunzenhauser's current research examines social justice issues related to professionalism, school reform, and research methodology. He also is studying professional ethics and how they relate to the changing contexts of public school accountability, and he is working with a team of doctoral students to study normalization and resistance among Pennsylvania teachers and school leaders. This team is investigating barriers to and opportunities for promoting responsibility among diverse populations of students and tracking various responses that communities and schools have made to the pressures of external accountability systems.

As a philosopher of education, Gunzenhauser seeks ways in which philosophy and social theory can contribute to the preparation and continual development of responsible and creative educators. He has published several articles on the implications of high-stakes accountability policy for the philosophy of education, including an upcoming article in *Teachers College Record*.

Douglas E. Kostewicz joins the special education program in the Department of Instruction and Learning. He completed his doctoral work in special education at Pennsylvania State University. Having previous experience working as a behavior



analyst in child welfare, Kostewicz initially focused his research on the academic and social difficulties experienced by students with emotional

and behavioral disabilities. Currently, his research interests include fluency-based academic interventions and the effects of teacher-initiated classroom interactions of students with special needs. He plans to combine both research lines to center on students with emotional and behavioral disabilities. He has recently published articles in the *Journal of Behavior Therapy and Experimental Psychiatry*, *The Behavior Analyst*, and *Behavioral Disorders*.

Chris Lemons, assistant professor of instruction and learning, recently completed his doctoral degree at Peabody College of Vanderbilt University. His primary research interests are in developing and evaluating effective reading interventions



for children who struggle with learning to read, including those considered non-responsive in a response-to-intervention model and those with

significant cognitive impairments such as Down syndrome. Lemons' dissertation project involved providing explicit phonics instruction to a group of children with Down syndrome and examining predictors of their responses to the intervention. Additionally, Lemons has been involved with an effort to implement a research-based reading program in kindergarten and third- and fourth-grade classrooms. Lemons has presented his research at a variety of national meetings, including those of the Council for Exceptional Children, American Educational Research Association, Council for Learning Disabilities, National Alliance of Black School Educators, and Society for Research in Child Development. Prior to attending Vanderbilt, Lemons worked as a research associate at the University of Texas at Austin and as a special education teacher in a self-contained middle school life skills class, a preschool autism unit, and an elementary school resource room.

Amy D. Otto has been at the University since 2002 and recently was appointed to a tenure-stream position. Currently, she is assistant director of the Physical Activity and Weight Management Research Center. She received a Bachelor of Science degree in clinical dietetics and nutrition from Pitt, along with a doctorate in exercise physiology. Otto also is a registered and licensed dietitian in the Commonwealth of Pennsylvania. Her primary responsibilities at Pitt are related to her work in federally funded



research projects examining the role of exercise in body weight management. These responsibilities include developing the intervention materials that

are incorporated into clinical trials and supervising staff and graduate students in this process. Otto also has played a key role in the development and implementation of lifestyle interventions within the multicenter National Institutes of Health (NIH)-funded Diabetes Prevention Program, which demonstrated the importance of weight loss and physical activity in the prevention of diabetes. Additionally, she is developing lifestyle intervention materials for the multicenter NIH-funded Look AHEAD trial, which is examining the role of exercise and weight loss in the prevention of cardiovascular end points in type 2 diabetics, and the

CALERIE (Comprehensive Assessment of Long-term Effects of Reducing Intake of Energy) study, which is examining long-term effects of caloric restriction. Otto has presented results from these studies at national professional meetings and has published research in the *Journal of the American Dietetic Association*, *Obesity Research* (now *Obesity*), and *Medicine & Science in Sports & Exercise*. Recently, she received funding to establish a research agenda focused on prevention and treatment of obesity in children and underrepresented populations.

Sarah Scott joined the Department of Instruction and Learning in January 2009 as an assistant professor specializing in reading. Scott's research focuses on reading comprehension instruction, teacher knowledge, and literacy coaching. A



former elementary school teacher, Scott also is engaged in research of teacher learning, an endeavor responding to calls for more adequate forms of teacher preparation

and development in the United States. Scott completed her PhD in literacy, language, and culture at the University of Michigan. Her dissertation, "Understanding the Knowledge Demands for Teaching Reading Comprehension: Mapping the Terrain," explores reading comprehension instruction in fourth- and fifth-grade classrooms and

the specialized knowledge that teachers use as they teach children to comprehend text. Scott has presented her research at various national meetings, including those of the American Educational Research Association and the International Academy for Research in Learning Disabilities.

Tanner LeBaron Wallace received her doctoral degree in social research methodology from the Graduate School of Education & Information Studies at



the University of California, Los Angeles. Prior to her doctoral studies, Wallace completed a Master of Education degree in risk and prevention at Harvard University,

worked as a community-based adolescent mental health case manager, and taught middle school language arts as a public school teacher. Her research interests focus on two distinct but compatible aspects of applied developmental psychology: the effectiveness of prevention programming in addressing the multiple barriers to positive development that at-risk adolescents face in school and community settings and the methods researchers use to assess program and policy effectiveness.

Carol and Gene McGrevin Help Students to Succeed



Gene McGrevin, Carol Zord McGrevin, and Chancellor Mark A. Nordenberg

As a child, Carol Zord McGrevin (BS '64) wanted to follow in the footsteps of her mother, Lois Lyden Zord, a 1933 University of Pittsburgh graduate, and become an educator. With the help of a scholarship she received as a Pitt student, she graduated from her mother's alma mater and became a teacher. Since then, Carol Zord McGrevin and her husband, Gene, have been giving back.

Carol met Gene McGrevin when they were juniors at Baldwin High School in the South Hills of Pittsburgh. Married in Heinz Memorial Chapel, Carol and Gene demonstrated their passion for their professional interests and made significant contributions to their respective fields. After graduating from Pitt's School of Arts and Sciences and obtaining an MBA from the University of Pennsylvania's

Wharton School, Gene aligned his professional interests with start-up and growth companies in the health care industry. Carol completed a Master of Arts in educational administration from Ryder College (now Ryder University) and a PhD in educational leadership from Georgia State University.

During her career, Carol served on the faculty at Pepperdine University, the University of Northern Colorado, and Texas Christian University. Carol recently retired as a faculty member in the Department of Educational Policy Studies and executive director of the Principals Center at Georgia State. In addition to her professional contributions, Carol is a member of the Board of Trustees of Southern Catholic College in Dawsonville, Ga.; vice chair of the Board of Directors of Creating Pride, Inc., in Atlanta, Ga.; and past member of the Board of Directors for Ocee Community Art Center (now the Johns Creek Art Center) in Johns Creek, Ga.

With a desire to help others as they were helped, Carol and Gene established funds

in Pitt's School of Medicine and School of Education. The Lois Lyden Zord and the Honorable Joseph Zord, Jr. Endowed Scholarship in the School of Education was inspired by and established in memory of Carol's mother. The fund is available to Western Pennsylvania students who want to be elementary teachers.

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

Recently, the McGrevins established a very generous trust to be split between the Zord Endowed Scholarship and cancer research scholarships for students studying cancer treatment, cancer research, or radiology at the School of Medicine. Carol says, "We hope that our scholarship recipients will make an impact on the world by becoming dedicated to helping people. It's about helping others and hoping they will want to do the same."

Scholarships Offer Critical Assistance for Today's College Student Find Out How You Can Help

A college education is important for success in today's global economy; yet, given current financial uncertainty, it can be increasingly difficult for students to finance their education. College tuition costs for the 2008–09 academic year have risen faster than the Consumer Price Index, and some of the previously available funding sources are no longer available. According to the U.S. Department of Education, applications for federal aid for the 2008–09 academic year are up 10 percent over last year. Private loans also are becoming increasingly harder to obtain. Of the 60 private lenders from last year, 39 no longer lend to students, and the remaining lenders have made it more difficult to borrow.

Scholarships are critical in helping the best and brightest to obtain a degree. To contribute to or establish a scholarship, please contact Gary Pollock at **412-648-1789** or **gvp@pitt.edu**.

School of Education Alumnus Named 2008 Legacy Laureate



David Perrin and Chancellor Mark A. Nordenberg

In October 2008, School of Education alumnus David Perrin was one of 12 Pitt alumni to be named a University of Pittsburgh Legacy Laureate. The Legacy Laureate program recognizes Pitt alumni who have excelled both professionally and personally and who exemplify the best in leadership qualities and commitment to the greater good of their professions, their communities, and the world.

Perrin, who earned his PhD at the school in 1985, has made significant contributions to the body of sports medicine knowledge as a scholar, advocate, and academic

leader. He is the provost and vice chancellor for academic affairs, professor in the Department of Exercise and Sport Science, and former dean of the School of Health & Human Performance at the University of North Carolina at Greensboro.

He was chair of the Department of Human Services and Joe Gieck Professor of Sports Medicine in the Curry School of Education at the University of Virginia and has held various teaching and athletic trainer positions at Pitt, Castleton State College, and Indiana State University.

Perrin also served on the U.S. Department of Health and Human Services' Advisory Committee on Interdisciplinary, Community-Based Linkages of the Health Resources and Services Administration as well as the Commission on Accreditation of Allied Health Education Programs' Joint Review Committee on Educational Programs in Athletic Training. He has received numerous honors and awards and has been an active member of the National Athletic Trainers' Association, American College of Sports Medicine, and American Kinesiology Association.



This citation was presented to David Perrin at the 2008 Legacy Laureate Dinner and Awards Ceremony.

Alumni Updates

Let us know how we're doing. "Tell Us What's New!" form is on page 10 of this issue.

James Cichra Jr. (BA '49, MEd '54) is a retired vice principal from the Pittsburgh Public Schools. He has participated in the Pittsburgh and Pennsylvania Senior Games for the past 20 years, winning 11 medals—six gold, two silver, and three bronze—in the summer of 2008.

Shirley Shratter (BS '52, MEd '73) and **Morris Shratter** (BS '50, MEd '56), both retired teachers, initiated a program on public access television titled *More than Just Learning*. The show focuses on the importance of education.

Billie Lederman-Bauman (MAT '67) is the assistant principal of instructional services at St. Catharine Academy in the Bronx, N.Y. A former assistant principal for pupil personnel services for the New York City public schools, she was a marathon runner for 25 years. She continues to be active in the cycling community and completes many 100-mile rides per year.

Beth Lazerick (BS '68) is in her ninth year at Saint Andrew's School in Boca Raton, Fla., and her 35th year in education. She earned a master's degree from Columbia University Teachers College and a PhD from Kent State University. After six years teaching high school mathematics, she returned to middle school, where she continues to teach math. Recently, Lazerick spent two summers working for John Hopkins University's Center for Talented Youth

programs, and she was the editor of the *Statistics Teacher Network* newsletter for three years. Lazerick also is an adjunct professor at Palm Beach Community College in Boca Raton. In her spare time, she is a "zampler" (book gatherer) for the National Yiddish Book Center in Amherst, Mass.

Teresa Ann Pope (MEd '71, PhD '83) spent 35 years in the field of education before retiring in 2005. Pope started as a French teacher in the Aliquippa School District (1967–69), moved to Swissvale High School (1971–84), and later served as assistant principal at Kennard-Dale High School (1984–85) and Downingtown Junior High School (1986–88). Pope completed her career as an assistant principal with the North Penn School District (1988–2005).

Ken Wissmann (MA '72) is currently teaching statistics at Shenandoah University in Winchester, Va. He also is a working musician and playwright.

Jane Bluestein (BS '73, MAT '74, PhD '80) published the *Facilitator's Guide to the Win-Win Classroom*. Bluestein formerly was a classroom teacher, crisis intervention counselor, teacher training program coordinator, and volunteer with high-risk teens at a day treatment program. Currently she heads Instructional Support Services, Inc., a consulting and resource firm in Albuquerque, N.M.

Gabriel Basil (EdD '74) retired in December 2008 as president of Schenectady County Community College. He served as president for 17 years.

Diana J. Quatroche (MEd '76, PhD '91) received the Indiana State University President's Medal for excellence in teaching, research, and professional and academic leadership. Quatroche is an associate professor and chair of the Department of Early, Elementary, and Special Education in the College



of Education at Indiana State. She serves as the university liaison to the National Academy of Education Commission on Teacher Education and is a member of the committee on the role of reading specialists. Her husband, **J. Robert Quatroche** (PhD '75), was the assistant to the president and secretary to the university and Board of Trustees.

Paul Sielski (MEd '80, PhD '88) is a professor of mathematics at Waynesburg University. He has spoken numerous times at regional and national conferences for the National Council of Teachers of Mathematics (NCTM) and presented a paper on mathematics in sports for NCTM in Cleveland, Ohio, in October 2008. He is a frequent speaker

at the annual Frostburg State University mathematics symposium and is the cohost of the cable television show *MathTV*, shown regionally in Greene County, Pa.

Ronald Sofo (PhD '81), superintendent of the Freedom Area School District in Freedom, Pa., had a solicited manuscript published in the *Harvard Educational Review*, titled "Beyond NCLB and AYP: One Superintendent's Experience of School District Reform." The article, based upon five years of successful teacher-led school reform initiatives, argues that schools need bottom-up solutions more than a top-down mandate if they are to prepare all students to meet 21st-century work-force demands and academic standards. The essay offers a window into the complex process of instructional reform at the classroom, school, and district levels. Sofo also has coauthored a book, *No Bad Schools: On the High Road to Educational Reform*.

John George (MEd '87, EdD '91) recently was appointed the executive director of the Berks County Intermediate Unit. He

previously was the superintendent of the Warwick School District.

Nancy Elaine Kukulinsky (PhD '87) recently was promoted to chief financial officer of RLC Management Services, Inc., a group of companies in central Kentucky. She has retired from academics after serving 35 years at Pennsylvania State University, Pitt, the University of Cincinnati, and the University of Kentucky.

Aimee Garay-Molly (MAT '91) taught in the Pittsburgh Public Schools for approximately six years and the Brevard Public Schools in Brevard County, Fla., for five years. While teaching at James Madison Middle School in Florida, she earned the 2000–01 Teacher of the Year Award. Garay-Molly now works for Goodwill Industries of the Conemaugh Valley, Inc., in Johnstown Pa., as a career planner and outreach facilitator for the Southern Alleghenies Career Education Partnership for Youth.

Nam-Gi Park (PhD '93) was elected president of Gwangju National University of Education on July 29, 2008. His goal is to help the university become one of the best places to study education in Korea and to earn high international rankings.

Pamela Pulkowski (EdD '01) recently was appointed assistant superintendent of the Wyomissing Area School District in Wyomissing, Pa.

Abedalbasit Abdalhafiz (PhD '03) was promoted to associate professor with tenure at the Hashemite University in Jordan.

Nicole Cebula (MAT '04) is now working as a biofuel training specialist for Novozymes.

Esteban Anzoise (EdD '05) published his doctoral dissertation, "Higher Education Accreditation and Organizational Change: The Case of Universidad Tecnológica Nacional in Argentina."

Sara Margaret Nevling (BA '49), on August 3, 2008.

Agnes Tonkovich Pocsik (MEd '58), on April 4, 2008.

In Memoriam

Fyrne Pearlstein Bergstein (BS '64), on July 16, 2008, after a long battle with cancer. She was the cofounder of the Valley Nursery School in Monessen, Pa., which she operated for many years.

Edwin Carey (BA '46, MEd '48), on July 9, 2008, in Memphis, Tenn. Carey was a retired commander in the U.S. Navy Reserve as well as a retired elementary school principal who had worked in New Castle, Del.



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Blue and Gold cheer on the Black and Gold!

School of Education faculty and staff members donned their lucky jerseys and Terrible Towels to cheer on the Pittsburgh Steelers as they prepared for—and ultimately won—Super Bowl XLIII.

