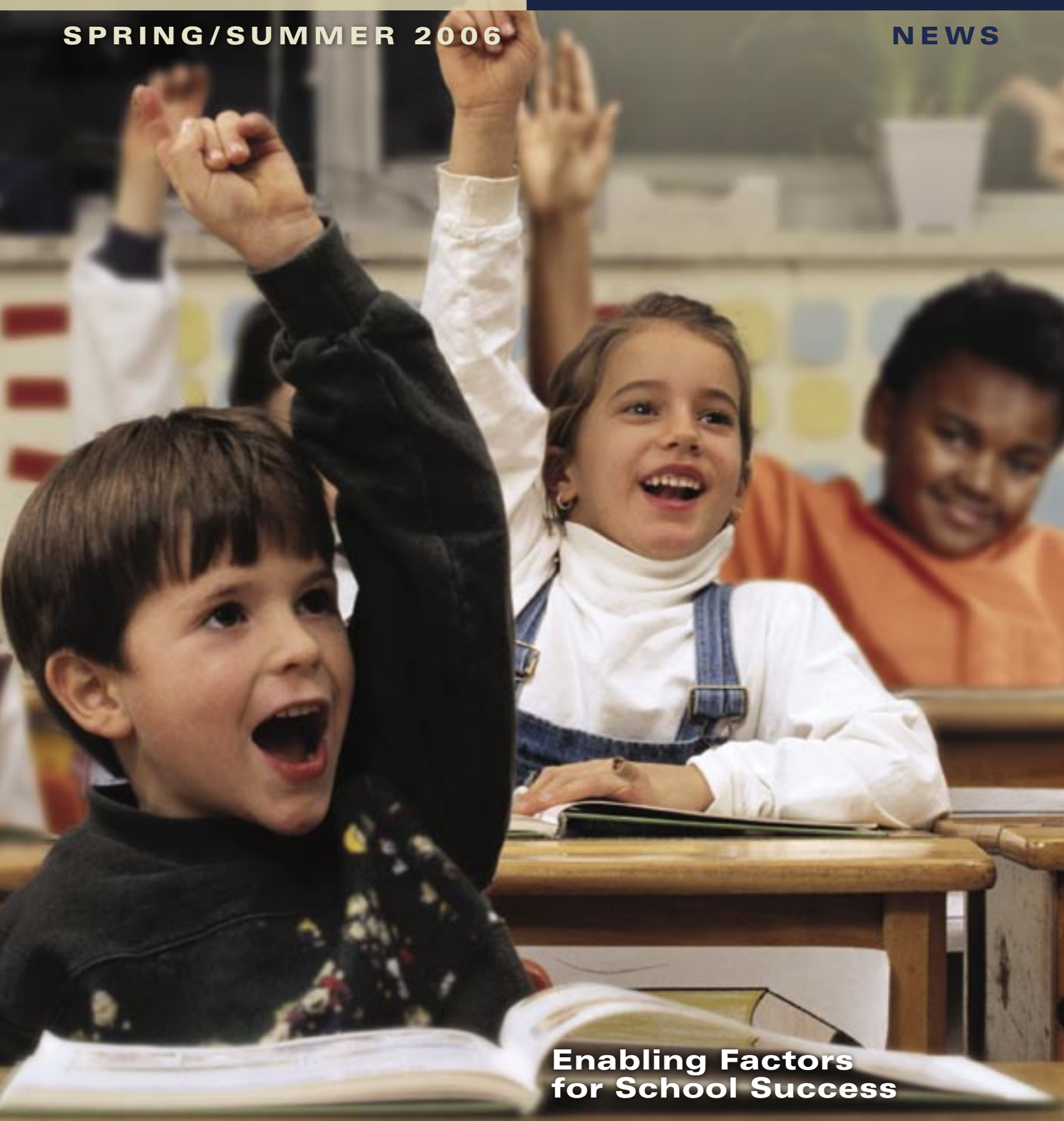


UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION

SPRING/SUMMER 2006

NEWS



**Enabling Factors
for School Success**

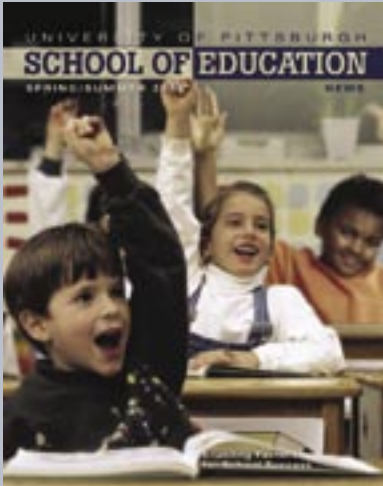


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Published in cooperation with the Department of University Marketing Communications. UMC5600-0606

From the Dean

Enabling factors and what they mean to school success

A lot has been happening in the School of Education. Over the past five years, we have strengthened our efforts and impact in three key areas: urban education, policy that influences classroom practice, and enabling factors for school success. This issue of *School of Education News* focuses on enabling factors.

Today, children’s success in school is closely related to their parents’ income, how similar their life experiences and cultural backgrounds are to that of their teacher(s), and reading habits at home. Too often, schools give up on children who are disadvantaged in these areas. We want to help our schools provide children with the attention they deserve, and that is the focus of our urban education emphasis. However, we also need to better understand the students’ experiences inside and outside the classroom—both before and during the school years—that help determine academic success. In Pennsylvania, for example, we have made new investments in kindergarten and preschool opportunities. But are we working to ensure children’s experiences at these levels will prepare them for later schooling? While many theories exist about which strategies provide the best preparation for school, these ideas need empirical testing.



If we better understood the factors that enable school success, we could work toward ensuring that all children get what they need. Furthermore, since not every child will have positive early learning experiences, we need to identify ways to help these children achieve academic success parallel to that of children who did have good early learning experiences. We are in an excellent position to conduct the research that will help us to better understand these factors.

Because of the many different aspects of pre-school life, any effective research will involve complex multivariate methods. These methods will allow us to dissect the many correlated variables that are potentially relevant to our research. Therefore, our focus on enabling factors for school success depends upon our exceptional talent in

research methodology. An example of our contributions to research is School of Education Professor **Suzanne Lane’s** recent tenure as president of the National Council on Measurement in Education.

Research also depends upon our strengths in analysis of large-scale national data sets and rigorous qualitative methodologies. My colleagues throughout the school have special talents in observing child care relationships both in the home and in organized centers; in identifying relationship patterns from national survey data; and in direct experimental work. In our Office of Child Development, we have additional experience with public institutions that serve less privileged children and in the political spheres that make early childhood policy. Additionally, our colleagues in the school’s Department of Health and Physical Activity are very familiar with data showing the strong relationship between physical fitness and academic achievement.

Our goal is to use our extensive talents to help children perform well in school regardless of wealth, cultural and experiential background, and household reading habits. Our goal is to conduct research that is clear enough and strong enough to help our country, our state, and local school districts decide how best to invest in helping every child excel.

Each of us in the School of Education is extremely grateful for the wonderful support we have received from alumni, friends, and foundations. The recent announcement of the school’s first endowed chair—the Dr. Helen S. Faison Chair in Urban Education—represents another important milestone in our nearly 97 years of existence. We pledge to work hard to maintain the trust that so many of you have placed in us.

Best wishes,

Alan Lesgold
Professor and Dean

“Our goal is to use our extensive talents to help children perform well in school regardless of wealth, cultural and experiential background, and household reading habits.”

Enabling Factors for School Success

Understanding what helps a child thrive in school requires a look beyond the walls of the classroom. It demands a close inspection of cultural, social, ethnic, and economic influences, both inside and outside of the classroom; caregiver involvement; and learning experiences prior to formal education.

This special feature section highlights the research and observations of University of Pittsburgh School of Education faculty regarding enabling factors for school success. Efforts and analyses of these faculty members suggest that, indeed, academic achievement is driven by a spectrum of influences, ranging from at-home reading habits to economic status.

Partnering for success

Partnership focuses on improving academic outcomes

Stephen Bagnato, associate professor, psychology in education and pediatrics, has directed Early Childhood Partnerships (ECP) at Children's Hospital of Pittsburgh since 1995. This hospital/University/community partnership provides on-site and community-based consultation, training, technical assistance, direct services, and applied program evaluation research to early childhood and early intervention programs and professionals throughout the tristate region.

The partnership focuses on the broader use of professional practices found to best improve the outcomes and success of children at risk for developmental disabilities. Major partners of this initiative include early care and early education programs, Head Start programs, early intervention programs, and school district prekindergarten programs. These partnerships were acquired through state and federal government grants, foundation funding, and interagency contracts.

Some of the most notable ECP program evaluation research is found in "natural community experiments," or model projects that work to reform and integrate the various community agency systems serving children and families. Impact and outcomes of these systems are measured through these experiments. Examples of Bagnato's community experiments that directly involve other School of Education faculty include the Pennsylvania Early Childhood Initiatives (funded by the Heinz Endowments), the Pennsylvania

Pre-Kindergarten Analysis, and the Pennsylvania Early Intervention Outcomes Study.

Among his various initiatives, Bagnato and his team are conducting research on the complex interrelationships among various ecological features of a child's environment. This research explores the developmental, social-behavioral, and early learning outcomes and early school success for children who are at high risk for developmental disabilities. This team's research specifically focuses on outcomes in the following areas:

Child Outcomes

- Developmental progress
- Increases in social skills, decreases in problem behaviors
- Attainment of early learning skills that predict kindergarten through third grade success
- Attainment of the Pennsylvania Early Learning and Kindergarten Standards
- Attainment of U.S. Department of Education, Office of Special Education Programs/Early Childhood Outcomes Center-Stanford Research International guidelines or benchmarks for benefits in early intervention programs

Family Outcomes

- Increases in positive parenting skills
- Increases in parent nurturing behaviors and expectations for their children

- Increases in sense of social support for parents
- Determination of family priorities for children with special needs

Program Outcomes

- Improvement in the quality of early childhood program environments after the teachers and administrators have received mentoring based on the National Association for the Education of Young Children (NAEYC) standards
- Improvements in teacher-child interactions
- Comparing the efficacy of various instructional and care practices and strategies

Community-School Outcomes

- The differential effectiveness of various types of school district/community partnership models for early childhood education—particularly regarding child outcomes
- Documenting the impact of community leadership styles on the creation of effective early care and education programs

Downloadable documents on these projects can be reviewed at www.ucldid.org. Click on "Early Childhood Partnerships" to view the documents.

Patterns of development

Cross-contextual influences on scholastic and social development

Heather Bachman, assistant professor, psychology in education, studies the early achievement of children from low-income families—focusing primarily on cross-contextual influences on children’s early academic and social development. She has investigated the effects of schooling on early cognitive development and school transition, as well as the roles of multiple child and contextual factors in early literacy development. In her recently published book, *Improving Literacy in America: Guidelines from Research*, Bachman and her coauthors argue that rather than singular school-based solutions, successful efforts for improving children’s literacy will take into account the interrelated child, family, child care, and sociocultural factors shaping children’s development before they enter kindergarten.

Bachman’s work on Welfare, Children, and Families: A Three-City Study (which Bachman worked on at Northwestern University after completing her postdoctoral studies) resulted in several studies that consider independent and interactive influences of child, family, child care, and/or socioeconomic characteristics on the well-being of low-income children, adolescents, and parents. One recurring theme has

been the important role of children’s social-emotional and behavioral skills in their academic achievement and adjustment to changes in maternal employment and welfare use. In a recently published article, children’s behavior problems were one of the key predictors of parents’ and custodial grandparents’ psychological health and financial strain.

Bachman is currently embarking on a new cross-contextual project that focuses on the key parenting and instructional practices that most directly enhance children’s early reading, mathematics, general knowledge, and vocabulary skills. She is giving particular focus to the instructional practices that significantly enhance the academic achievement of children in poverty, as well as whether these practices can compensate for the socioeconomic factors that tend to decrease academic performance. The present study will use two large, multisite, multimethod data sets: the Early Childhood Longitudinal Study–Kindergarten Cohort (ECLS-K), a U.S. Department of Education national study of approximately 22,000 students from kindergarten through third grade,



Sociocultural factors can impact children’s literacy development.

and the National Institute of Child Health and Human Development Study of Early Child Care (NICHD SECC), a 10-city longitudinal study. Pitt, which serves as one of the sites for the NICHD study, is using data from birth through third grade. The ECLS-K and NICHD SECC data sets examine the independent and combined influences of these parenting, classroom instruction, and individual student factors on economic disparities in academic skills and growth from kindergarten through first grade.

Caregivers help nurture academic success

Caregiver resiliency impacts classroom accomplishments

How does the interplay of race, ethnicity, and poverty impact school success?

The current research of

Eva Marie Shivers,

assistant professor, psychology in education, is attempting to understand these relationships. Her studies examine factors from multiple contexts connected to caregivers’ resiliency beyond education and income—including cultural adaptation, community support, social support, relational support, emotional well-being, and beliefs about receiving or giving care. While the pathways and frameworks might be different for each type of caregiver (teacher, mother, grandmother, etc.), Shivers hypothesizes that there are similar conceptual connections between caregiver resiliency, race, and ethnicity and children’s social and emotional development.

Shivers’ research is built upon some basic assumptions. The first is that the quality of young children’s early care and learning experiences is related to concurrent and future success in the classroom. Secondly, young children’s optimal social and emotional development is linked to greater academic outcomes.



Eva Marie Shivers conducts a child care workshop with grandparents.

Shivers’ research interests include child care policy, social and emotional development of children from low-income families, effective early education in low-income minority communities, school readiness, cultural continuity between home and school, child care workforce issues (such as preparing our preservice teachers to be culturally attuned), provider-child relationships in child care settings,

and other issues surrounding culture and development.

Some examples of Shivers’ current research projects include:

- The experience of Black mothers with child care as they transition from welfare to work
- Children of low-income minority families and high-quality child care experiences: A longitudinal study of pathways to success in school (kindergarten through third grade)
- Predicting children’s attachment relationships in informal child care settings
- Cultural communities and child care practices: Making a case for cultural continuity

Continued on next page



Caregivers help
nurture academic
success

Continued from previous page

- Family, friend, and neighbor child care study: An examination of quality, relationships, and provider characteristics in informal child care settings
- “Pittsburgh’s Gems”: Developing research partnerships with exceptional early care and learning programs that serve low-income minority families
- Working with preservice teachers: How do we cultivate cultural attunement?
- Examining the family support model in Allegheny County and children’s school readiness



Making futures bright
Office of Child Development knows that academic success starts young

The University of Pittsburgh Office of Child Development (OCD) conducts interdisciplinary research projects in order to examine the real-world issues faced by today’s children and families. Several of these projects examine the psychological, social, and emotional enabling factors that impact children’s school readiness and future academic success.

OCD operates a federal Early Head Start (EHS) program that has documented cognitive, social-emotional, and behavioral gains for prekindergarten-age children that better prepare them to enter school. OCD also has been awarded a grant by the Pennsylvania Department of Public Welfare’s Bureau of Child Day Care. This grant will help OCD provide and coordinate technical assistance to early care and education

providers engaged in the state’s Keystone (STARS) Child Care Quality Initiative. The outcomes are expected to improve the quality of the services, skills, knowledge, and practices of staff providing care to preschool children.

In addition, OCD—with funding from the U.S. Department of Health and Human Services Administration for Children and Families and the Howard Heinz Endowment—is implementing the Strengthening Early Learning Supports project, which is designed to improve the quality of child care services and family support providers in four local low-income communities. This will be accomplished by coordinating training and mentoring services, integrating early literacy strategies, and enhancing strategies for working with children with special needs.

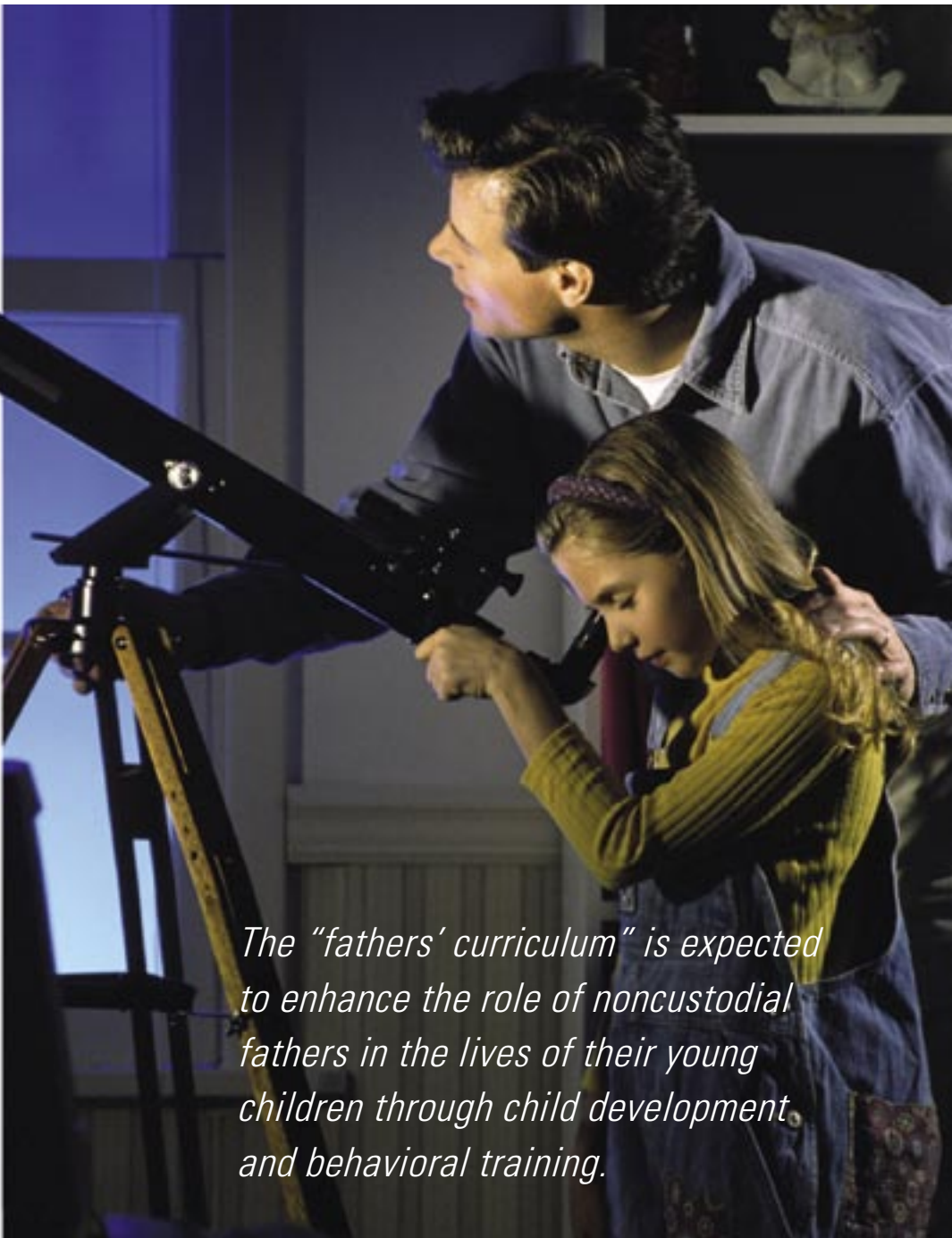
OCD has also created a “fathers’ curriculum” as part of the Fathers Collaborative, a coordinated, personalized case management system overseen by OCD and various regional partners. The curriculum—field-tested and revised this year—is expected to enhance the role of noncustodial fathers in the lives of their young children through child development and behavioral training. Curriculum organizers expect this resource to ultimately provide these children with more opportunities for future academic success.

Finally, OCD is concluding a five-year intervention project that has attempted to improve caregiver behavior and the environment in orphanages in St. Petersburg, Russia. This project’s objective was to improve caregiver-child relationships by providing training and supervision; facilitating structural changes, such as improving the staffing patterns to increase stability and consistency; decreasing group size; and integrating children by age and disability. By enhancing the relationship between child and caregiver, children (birth to 4 years) were better developed and prepared in all areas critical to school readiness.

This project is now being conducted in San Salvador, El Salvador, and is providing insight into several dimensions of prekindergarten intervention that could impact future school performance.

For further information, please e-mail ocd@pitt.edu.

—Contributed by Chris Groark, codirector, Office of Child Development, and research associate professor, psychology in education



The “fathers’ curriculum” is expected to enhance the role of noncustodial fathers in the lives of their young children through child development and behavioral training.

A helping hand

Pitt professors assist school district by reaching out to parents

Students of low educational privilege—whether they are from disadvantaged backgrounds or low-income communities, or have parents who did not attend college—are more likely to drop out of school than their more privileged peers who may come from formally educated families with middle to high incomes. Even when enrolled, these students of low educational privilege perform at lower levels than their peers.

Yet, why are some of these students able to persist and succeed despite the odds? How can educational institutions and programs help *all* students develop the skills as well as the support and resilience networks needed for academic success?

Drawing on previous research on family involvement, student resilience, cognitive development, and motivation, **Joan Vondra**, professor, psychology in education, and **Jane Pizzolato**, assistant professor, psychology in education, are dedicating time to a pilot program under way in the Clairton City School District known as CreAting Relationships for Education, or the CARE project. Through CARE, Vondra and Pizzolato are providing Clairton teachers with extra support in reaching out to low-income parents to encourage them to be collaborators in their children's education.

Vondra, who is working with the elementary school, began the CARE

Project during the 2004–05 academic year with seed money from Pitt's School of Education and Office of the Provost. She works with teachers who volunteer their time to regularly call a subset of their students' parents and meet with them once in their neighborhood. Parents then work with teachers to identify a specific skill they would like to see strengthened in their child. CARE staff also assist children in the classroom and help teachers prepare parallel activities that parents and their children can engage in at home.

The goal at the high school level, at which Pizzolato is involved, is to encourage more

positive communication between students and parents about education and career planning. After-school meetings with students and parents include a series of activities and discussions to enhance students' reasoning skills, attitudes toward school, and study skills. These efforts should ultimately create closer collaborations between families and schools in ways that support future student success.

Thus far, parent feedback about the CARE project has been positive, with comments such as:

"I think the CARE project kept (the teachers) on their toes—thinking about how well they were teaching."

"I had more contact with the teacher than is typical with (my other children)."

"I got to work with my child more. (It was) our little project; it gave him something to do. It really helped. I like the way it's organized."



"(CARE) helped because I had to participate more and get more involved with (my child's) work. I liked the attention given to (my child). I liked the CARE project and I think what you're doing is good for the kids."

How is the CARE project making a difference to children in school?

Says Vondra: "Children ask me for a skill-building activity book when they see me in the hall or classroom now. They come up from anywhere to give—and get—a hug. They *crave* some individual, one-on-one attention in school, and with CARE they get it."

An evaluation of this pilot project is under way to determine whether CARE can promote better attitudes toward school among children and parents. The evaluation will also indicate if teachers develop more constructive attitudes about collaborating with low-income parents.

Vondra and Pizzolato will seek funding from local foundations to continue and expand their efforts with CARE in the future. Maintaining and strengthening the program will help local families while also providing key learning opportunities for Pitt students. Currently,



Second graders Ashanti Stewart (left) and Tammy Jones talk with Joan Vondra at Clairton Elementary School.

Vondra and Pizzolato supervise both undergraduate and graduate students working on research projects within the CARE program. Students in the ADP program are engaged in senior research projects, master's theses, and dissertation studies based on data coming out of the CARE project. They are learning how to recognize developmentally appropriate practices within early education classrooms, what children need to help them comprehend lessons, and how teacher-student relationships can support—or undermine—a student's motivation to learn and succeed.

"Our students learn firsthand about the experiences of children and youth from low-income and minority backgrounds in an urban school district that struggles to meet minimum state requirements for student achievement," Vondra said. "But they also see some of the efforts under way to improve the educational process."

"In addition, they learn about ways to capture some of the differences among students, teachers, and classrooms through rating, self-report, and observational measures. They also learn to assess progress and change over time."

Children and adolescents need to increase physical activity

The increased presence of chronic diseases and related conditions in children and adolescents has become a significant public health concern. Physical activity can play a key role in the prevention and treatment of such conditions. Not only is physical activity related to health and disease prevention, but recent research has also found a link between physical fitness/activity and academic performance.

However, it is estimated that less than 30 percent of today's youth meet the recommended goal of at least 30 minutes of moderately intense physical activity on five or more days per week. In an effort to combat this concern, Healthy People 2010, a national health promotion and disease prevention initiative, is working to boost this number from just under 30 percent to at least 35 percent by 2010.

One approach is for schools to provide students with more opportunities for physical activity. Current data from the Centers for Disease Control and Prevention's School Health Policies and Programs Study estimates that only 8 percent of elementary schools, 6.4 percent of middle and junior high schools, and 5.8 percent of senior high schools provide daily physical education or its equivalent during the school year.

The study also estimated that 16.7 percent of elementary schools, 25.3 percent of middle and junior high schools, and 40 percent of senior high schools excuse students from required physical education courses for a variety of reasons. Additionally, a majority of studies focused on increased physical education programs show limited impact on the *overall* activity levels of children and adolescents. This is most likely a result of these programs not translating to activity beyond the typical school day. Thus, it might be necessary to examine alternative school-based approaches to increasing physical activity in children and adolescents.

A potential solution would be a systems approach, which would expose students to physical activity at multiple levels

throughout the educational process. Researchers at the University of Pittsburgh are currently engaged in a study to examine whether this approach can improve children's overall health. Encouragement is offered through research conducted at the University of Kansas, where researchers have provided evidence suggesting that incorporating physical activity into traditional classroom-based instruction can be effective.

Additionally, a recent study conducted in California correlated scores from the Stanford Achievement Test with results from a state-mandated physical fitness test for students in grades five, seven, and nine. The higher reading and mathematics scores were associated with greater fitness measures for all three grades. Thus, physical activity plays an important role in cultivating an environment for academic success.

Incorporating physical activity into the classroom could be warranted. However, its implementation might require changes in educational policy to allow schools to provide a significant contribution toward improving the overall health of children and adolescents.

—Contributed by John Jakicic, chair, Department of Health and Physical Activity

Faculty Voices

School of Education faculty members share their views on spirituality and television news and how each impacts social, emotional, and academic growth.

Spiritual development and school success

By Carl N. Johnson, chair, Department of Psychology in Education

Does spiritual development have a proper and valuable role in fostering success in school? Certainly, public schools cannot rightfully teach religion. But there is growing attention among researchers to the importance of nurturing the human spirit inside and outside of school.

After a long period of neglect, the study of spiritual development is coming into its own. Spirituality is considered to be a core dimension of human development. The rudiments of spirituality emerge early on, as young children exhibit capacities for compassion and conscience. They intuitively distinguish ultimate values and naturally seek meaning and purpose in their lives. The developmental and educational task at hand is to nurture these inherent capacities—giving children and youth the liberty, opportunity, and support they need to develop these positive characteristics.

While the "spiritual" is commonly associated with the supernatural, research in this field focuses on natural qualities that are universal in human experience. Qualities such as compassion, conscience, gratitude, and awe are valued in many cultural traditions. They are now

being recognized and investigated as a normal part of human development. From this standpoint, spiritual development has an appropriate place inside—as well as outside—public schools. Education can benefit from attending to qualities that naturally energize the human spirit.

The field of spiritual development is just getting organized, and helping in this effort is a recently published handbook synthesizing knowledge in the area (see end of article). Meanwhile, a new project to examine the role of spirituality in positive youth development was initiated at Tufts University and sponsored by the Templeton Foundation. Leading scholars are coming together from fields such as neuropsychology, genetics, sociology, and psychology to develop clearer definitions and measures of spiritual development, thereby laying the foundation for future research.

For more information, see "Cognitive-Cultural Foundations of Spiritual Development," by Carl N. Johnson and Chris J. Boyatzis in *The Handbook of Spiritual Development*.





*Most TV news stories are too brief ...
are read at too quick a pace, and
use visuals that are too distracting
to permit effective comprehension.*

Children and television news

By Roger D. Klein, associate professor, psychology in education

More than 25 million Americans get their daily dose of information about the world through television news. For 60 percent of Americans, TV news means local TV news. School-age children tend to watch local TV news for two key reasons: their parents watch it during the dinner hour or teachers assign local newscasts as homework to promote in-class discussion of current events. Consumption of local TV news is high among school-age children; therefore, it is important to look carefully at this source of information—both in terms of its ability to inform the public and in terms of the emotional reactions we have to these broadcasts. Some of my research has examined these issues.

First, let's look at how well children learn from TV news. In general, local TV news is a less than ideal source for helping children comprehend daily events. Most TV news stories are too brief (almost half are less than 25 seconds in length), are read at too quick a pace, and use visuals that are too distracting to permit effective comprehension. Both children and adults have difficulty processing the rapid-fire information. Research demonstrates that students in middle school and high school recall and/or comprehend less than 25 percent of the stories shown on a daily newscast.

There are, however, ways to improve comprehension. One solution involves producing longer stories. My colleagues and I found that students comprehend 75 percent of stories that are more than two minutes in length. Unfortunately, increasing story length—while successful in terms of comprehension—may conflict with the goals of TV producers, who fear that segments longer than 30 seconds will cause viewers to switch channels.

Another concern is the emotional reactions children have to local TV news. Research I have conducted with my colleagues, as well as that of others, has shown that most local news is about

disaster, tragedy, and violence. Many children report that such content makes them fearful, and a number of studies have shown that exposure to horrific events—such as TV coverage of the events of September 11, 2001—increases the likelihood of post-traumatic stress disorder symptoms.

Of equal concern is that while children do not generally indicate a belief that local TV news accurately reflects their own immediate environment (e.g., their neighborhoods), they do suggest a belief that the rest of the world is as dangerous as TV news depicts it to be.

Television news producers need to ask themselves whether producing high levels of fear in children is a desirable end goal. Additionally, the results of research conducted both in Pittsburgh and around the nation suggest minorities are identified as criminals on local TV news significantly more often than White people. Frequently, these biased portrayals are disproportionate to actual crime statistics.

On a positive note, TV news can be educational when properly produced. It helps viewers focus their attention on pertinent news stories, and it is capable of creating emotional states that can help

us acquire information. Unfortunately, most local TV news places sensationalism and “infotainment” ahead of education.

If local TV news is to remain the main source of information for most Americans, it must present accurate, unbiased, well-designed segments that enhance our understanding of complex material, add to our ability to make informed decisions, and not unnecessarily provoke fear. At the moment, local TV news fails to do most of this, and in its current form I find no good reasons for children to watch it—particularly for educational purposes.

For more information, please see “Audience Reactions to Local TV News” by Roger Klein or “Broadcast News Portrayal of Minorities: Accuracy in Reporting,” by Klein and Stacy Naccarato, in *American Behavioral Scientist* (both Vol. 46, No.12).



From the grants office: new sponsored projects

Each project listed contains—in the following order—the project being funded, the University liaison or project coordinator, the project sponsor, and the project amount.

School-Based Service Project Carl Fertman

Allegheny Valley School District
\$196,000
This project will provide assistance to the school district for implementation of prevention and early intervention programs that address drug and alcohol abuse.

Tristate Area School Study Council Charles Gorman

Greene County Education Consortium
\$159,200
The project will identify the strategic issues that may enhance or limit the capacity of school districts and vocational-technical schools to improve the quality of public education in the county. It will also help to integrate the services and support provided by designated agencies.

Autism Specialization in Early Intervention/Early Childhood Special Education Louise Kaczmarek

U.S. Department of Education
\$800,000
This project will address state and national needs for well-trained personnel to work with young children with autism.

Craig Academy Mary Margaret Kerr

The Watson Institute
\$124,500
This project is a partnership between the School of Education and The Watson Institute. Consultants from each organization will advise the reform efforts at Craig Academy, provide advice regarding best practices in educating students with special needs, and offer professional development to staff.

Biomechanical Stability of Pregnant Women Jean McCrory

National Institutes of Health
\$313,200
This study will investigate the changes to dynamic stability during walking, stair ascent and descent, and perturbed stance in pregnant women.

Early Head Start Project Laurie Mulvey

U.S. Department of Health and Human Services
\$1.48 million
This project provides Early Head Start services to 140 families with 167 infants and toddlers in the Pittsburgh communities of McKees Rocks, Stowe Township, the Hill District, and Clairton, Pa.

Project MP3: Monitoring Progress in Pennsylvania Pupils—A Multitiered Model for Progress—Monitoring from Preschool through Grade Four Naomi Zigmond

Lehigh University
\$127,585
This project will demonstrate an effective model of monitoring progress. The model will observe skills related to reading readiness in preschoolers and early reading in elementary students.

Pitt students make the fittest college list

The March 2005 issue of *Muscle and Fitness* magazine announced that the University of Pittsburgh was named to its “Fittest College” list. Although specific evaluation criteria were not listed, the magazine narrowed the field to National Collegiate Athletic Association Division I-A sports teams and public institutions. The magazine also reviewed recreation facilities; weight room hours; and the number of sports clubs, health-related majors, intramural sport opportunities, and fitness classes offered.

Ranked number 10, Pitt’s fitness facilities were an important factor in the selection

process, according to the magazine. Of particular note were the 24-hour fitness centers in Pitt’s residence halls, which contribute to a total of nine fitness facilities and three weight rooms (Oakland campus). In addition, 10 percent of undergraduate students major in health professions and related clinical sciences.

Congratulations to **Marilyn Ross** and **Lou Fabian**, codirectors of intramurals and recreation in the School of Education’s Department of Health and Physical Activity. Keep up the good work!



School of Education ranked 31st by *U.S. News & World Report*

U.S. News & World Report ranked the University of Pittsburgh School of Education 31st out of 276 programs granting doctoral degrees. The 276 graduate programs were surveyed, with 242 responding and appropriate data provided by 240 schools. The data collected included 12 quality measures, upon which deans of schools of education and deans of graduate studies were asked to rate program quality from marginal to outstanding.



Additionally, a nationwide sampling of school superintendents were also surveyed and asked to rate the programs. Ranking 31st for the second consecutive year, the School of Education improved its overall score from 58 to 64. Our ranking for funded research was 27th, while our educational psychology specialization was ranked 15th in the nation.

Student Accolades

Michele Schwietz, a graduate student in administrative and policy studies, won the Association of International Education Administrators Harold Josephson Award for Professional Promise in International Education.

Kimberly Weary, doctoral student in health and physical activity, won the Mid-Atlantic Regional Chapter of the American College of Sports Medicine Graduate Student Investigator Award.

Pittsburgh Learning Policy Center created

Education professor to serve as director

With financial commitment from the Office of the Provost, the University of Pittsburgh has announced the establishment of the Pittsburgh Learning Policy Center—a University-wide center with the mission of advancing ideas that encompass both education policy and learning theories.

Despite the fact that learning is at the heart of current education policy debates, most educational policy research does not draw upon learning theories to understand why change in instructional practice is so difficult. Nor does this research examine how contemporary learning theories might provide leverage for practical educational change.

At the same time, those who research learning—even those who have moved from the laboratory into the classroom—have not paid explicit attention to the organizational and policy contexts in which teaching and learning take place. This limits their ability to understand the conditions that shape students' and teachers' opportunities to learn.

The Learning Policy Center will explore the possibilities for productive synergy between policy and learning

by attracting faculty committed to researching the relationship between these two areas. Additionally, a new academic program in learning policy will be developed to produce the next generation of policy analysts and scholars, who will ideally examine this relationship with a special emphasis on the role of learning—from both an individual cognitive perspective and a social/organizational perspective.

It is envisioned that students will benefit from serving as apprentices to active researchers who possess major grants in these areas. Students, in turn, will be expected to produce theses and dissertations that move the emerging field of learning policy forward.

Mary Kay Stein, professor in the School of Education and senior scientist with Pitt's Learning Research and Development Center, will be the center's founding director. Stein's scholarship combines insights gained throughout more than a decade of intensive research conducted within classrooms. Her studies include analyses of the social and institutional policies and practices needed to support effective teaching and learning.

Emeritus professor, wife establish endowment for student research

Emeritus Professor **James Mauch** and his wife, **Rebecca Mauch** (MED '72), have established the Dr. James and Rebecca Mauch Endowment for Student Research with a \$25,000 gift. This scholarship will be awarded to students involved in dissertation research, with preference granted to those students focused particularly on international education. The first award was granted in spring 2006 to Gabriella Silvestre, doctoral student in administrative and policy studies.

Mauch's own experience in international education began early. After graduating from Bowling Green State University, he studied at Stockholm University, the Universidad de Madrid, the Universidad de Sevilla, Middlebury College, and Harvard University. Even after arriving at Pitt, he continued his international experiences with Fulbright Awards at Jihoceske Univerzity in the Czech Republic and Universidad de Lima in Peru. Mauch also taught at the National Academy of Education Administration in Beijing, China, and at universities in Seoul, Korea.

Before moving to Pittsburgh, Mauch was chief of the program development branch in the U.S. Office of Education. When he and Rebecca arrived in Pittsburgh in 1968, Jim was appointed an associate professor and director of Pitt's Office of Research and Field Services. Additionally, from 1970 to 1989, he served as cofounder

and associate director of the Race Desegregation Assistance Center in Pitt's School of Education. Meanwhile, Rebecca obtained a Reading Specialist Certificate and master's degree from the School of Education.

Mauch said that of all his great Pitt memories, his most enjoyable ones are of times spent working with students. Clearly, students respected him and they acknowledged him as a faculty member who made a significant and positive impact on their lives. The Council of Graduate Students in Education gave Mauch the first Outstanding Faculty Award in recognition of his work with doctoral students—particularly those struggling to find funds to support dissertation research. In fact, the creation of this award was inspired by Mauch's observation of the students' struggle.

One of Mauch's most fascinating projects at Pitt involved a grant from the Asian Development Bank to collaborate with the National Academy of Education Administration in China in modernizing school and university management. Mauch and a team of his colleagues worked on this project for several years.

Mauch was a leader at Pitt, not only in the School of Education, but within the University as a whole. He is the author of many monographs and books, including *The Guide to the Successful Thesis and Dissertation*—coauthored with a former student and now in its



Emeritus Professor James Mauch and wife, Rebecca Mauch, established an endowment to assist students involved in dissertation research.

fifth edition. Mauch was active in school and University governance, and he served as president of the University Senate from 1989 to 1990. Department of Administrative and Policy Studies Chair **Maureen McClure** remembers Mauch for his rich and colorful career, but more importantly for his academic integrity and commitment to education.

When talking with the Mauchs, it is easy to understand their commitment to education. While Jim taught in the School of Education, Rebecca taught at The Ellis School. They passed their love of learning and education on to their children, James and Hattie. James received his doctorate from Pennsylvania State University in social studies and secondary mathematics, and he is currently an assistant professor in the Department of Education at Cedar Crest College in Allentown, Pa. Hattie is an accomplished

elementary education teacher with a focus on science. Like her parents, Hattie has taught both in the United States and abroad—from the Atlanta International School to the European cities of Brussels, Belgium, and London. After earning her master's degree at Harvard University, she moved to Arlington, Va., to teach and to work toward her national teacher certification. Hattie is also a PhD student at the College of William and Mary.

Jim and Rebecca Mauch continue to enthusiastically support students—especially those working on their dissertations. They feel that Pitt has outstanding leadership, and they are grateful for the opportunity to establish this award.

Thank you, Jim and Rebecca, for your continued support of the School of Education and the University of Pittsburgh.

School of Education celebrates 40 years with Shirley Breitigam



Shirley Breitigam was honored for 40 years of service at the 17th annual staff recognition ceremony in December. She is pictured here with, from left, Pitt Provost James V. Maher, School of Education Dean Alan Lesgold, and Chancellor Mark A. Nordenberg.

Shirley J. Breitigam, administrative specialist, was honored in 2005 by the University of Pittsburgh and the School of Education for 40 years of service. She and other longtime University staff members were celebrated at the 17th annual staff recognition awards on December 6, 2005, in the William Pitt Union.

In a *University Times* article covering the event, Breitigam said of her job, “I must be doing it right.”

Indeed she is. Breitigam’s career with the University began June 28, 1965. After graduating 11th in her high school class, she was hired as a part-time secretary in the former Graduate Study Education Office—currently known as the School of Education’s Student Service Center.

Her classification changed to administrative secretary on March 1, 1968, and her new job description humorously required her to “maintain a calm and interested manner

no matter how rude the public becomes.” The director of the office said no other member of the staff was as consistently helpful and considerate as Breitigam, and her cooperation and resourcefulness were outstanding. She was reclassified as an administrative assistant in 1972, and promoted to an administrative specialist in 1978.

Praise has been an ongoing theme throughout Breitigam’s career at Pitt, particularly regarding her patience and efficiency. In a 1986 letter, faculty and staff expressed their admiration of Breitigam—praising her dependability and cooperation, and her knowledge of the school’s policies and procedures. A letter written in 1992 by then doctoral candidate **Ruth A. Riesenman** (EdD ‘92) stated: “Shirley has to be one of the most patient individuals I have ever met ... I do hope that she is recognized as

an extremely valuable staff member and that you will let her know how much she is appreciated, not only by me, but by all of the doctoral students who deal with her. You are most fortunate to have such a well-qualified person on your student affairs staff.”

Because of Breitigam’s efforts, the Office of the University Registrar commended the School of Education for turning in its final graduation certification lists early for a number of years—providing better service for its students. In fact, Breitigam’s concern for students led to a revision of the doctoral candidacy form during the 1998–99 academic year.

Carol Capson, from the school’s Office of the Dean, wrote, “Shirley Breitigam promptly arrives at work daily at 6:30 a.m. and leaves at 5 p.m. She rarely takes the total of 25 vacation days which she earns each year. She had the maximum accumulated number of 120 sick days accrued for years until December of 2003, when she had to use a mere 17 days for two serious operations, from which she bounced back with the aforementioned Breitigam zeal and conscientiousness.”

Although the name of the Student Service Center has changed throughout the years, Breitigam’s dedication has never wavered.

Thank you for everything, Shirley!

—Contributed by Carol Capson and Clif Luft, graduate student

Margaret S. Smith honored for distinguished teaching



Margaret S. Smith, associate professor in the Department of Instruction and Learning, was one of four recipients of the 2006 Chancellor’s Distinguished Teaching Awards.

Smith, who joined the Pitt faculty in 1999, was honored for her role in the revision of elementary and secondary mathematics education programs in the education school and for her commitment to the development of teaching certification students, practicing teachers, and doctoral students.

Chancellor Mark A. Nordenberg sent congratulatory letters to the winners, drawing on the information provided in support of the winners’ nominations and the letters of recommendation from peers and others to cite some of their accomplishments.

In his letter to Smith, Nordenberg stated, “Your student-centered, inquiry-oriented instructional methods are research based and reflect model practices recommended

by national reform groups for K–12 mathematics education. By meticulously planning your practice-based teacher education courses, you encourage teachers to consider both the content of mathematics and creative ways to advance their students’ mathematical understanding.”

Smith’s students have identified her courses as critical experiences in their educational program, the chancellor added.

“I was really honored to have won this award,” said Smith, who earned her EdD in instruction and learning (mathematics) at Pitt in 1995. “I know people who have won it in the past, and I have been impressed with what they’ve done. I’m happy to be included in such a prestigious group.”

The other three recipients are Helen G. Cahalane, School of Social Work; Richard A. Henker, School of Nursing; and Amy L. Seybert, School of Pharmacy.

Each of the faculty teaching awards carries a \$2,000 cash prize plus a \$3,000 grant for the recipient’s work, administered through the home school. Winners’ names will be inscribed on a bronze plaque in the William Pitt Union, and a reception will be held in their honor this spring.

—Reprinted in part with permission from the University Times, February 16, 2006

Honoring “Van”

The University’s School of Education recently hosted a luncheon honoring **Albert Van Dusen** (shown in photo below), Pitt professor and vice chancellor emeritus, in Oakland’s Pittsburgh Athletic Association. The event celebrated Van Dusen’s 90th birthday and his long career at Pitt. It also was part of the education school’s 50th anniversary celebration of its graduate degree program in higher education management, one of the first programs in the country to prepare professional administrators—registrars, admissions directors, et al—for university careers. Pictured with Van Dusen are Chancellor Mark A. Nordenberg (center) and John L. Yeager, director of the education school’s Institute for Higher Education Management.

—Reprinted with permission from the Pitt Chronicle, January 9, 2006



Albert Van Dusen (right) talks with John L. Yeager (left), director of the education school’s Institute for Higher Education Management, and Chancellor Mark A. Nordenberg.

Faculty Updates

Consuella Lewis, assistant professor, administrative and policy studies, was among 15 education professionals selected as program associates of the National Center for Public Policy and Higher Education. Lewis and her fellow associates will study higher education policy issues as part of an initiative started by former North Carolina Governor James Hunt and funded by the Ford Foundation.

Margaret S. Smith, associate professor, instruction and learning, was elected to serve a three-year term on the Board of Directors of the National Council of Teachers of Mathematics. Her term began in April 2006.

Kevin J. McLaughlin, clinical instructor, health and physical activity, received a recognition award from the Southwestern Pennsylvania Chapter of the American Red Cross.

Elizabeth F. Nagle, assistant professor, health and physical activity, received a recognition award from the Southwestern Pennsylvania Chapter of the American Red Cross.

Roger D. Klein, associate professor, psychology in education, was appointed to the Board of Directors for the Media Psychology Division of the American Psychological Association. He is a member-at-large for 2004–06.

Glenn M. Nelson and **Charles J. Gorman** were each named associate professor emeritus by the School of Education.

Measuring up: With research and creative strategy, alumnus pilots growth of ACT

For nearly three decades, **Richard L. Ferguson** has built a career on the college aspirations of the nation's high school seniors. But you'd be hard-pressed to find any schoolchild in the country who isn't measured in some way by the tests in which he's had a hand.

As chair and chief executive officer of ACT, Ferguson (PhD '69) oversees approximately 1,200 employees and more than 100 programs, the most famous of which is the college admission exam. Yet under his leadership, the organization's focus has grown exponentially and now encompasses assessments for students from kindergarten through 12th grade, as well as graduate students, medical students, and professionals ranging from dietitians to car mechanics.

In other words, if what you're doing requires a skill set, chances are ACT has a test for it.

"There's no doubt that testing is occupying a greater position in educational dialogue than it ever has," says Ferguson. "The emphasis on testing has increased enormously in recent years."

Tests as tools

Critics have argued that an increased emphasis on testing can be counter-productive to education—a position that Ferguson suspects has "substantial truth." Yet he believes the fault lies not with the tests themselves, but rather with what educators do with the results.

"To me, the real issue turns on what drives our testing," he says. The tests are designed to ask, "Where is there a skill gap, and how do we remove that skill gap?"

Based on that philosophy, ACT is now going one step beyond testing by developing resources to help teachers know how they can best remedy deficiencies identified through tests. The exams themselves are merely a tool, Ferguson notes.

From classroom to boardroom

A natural aptitude for numbers and a healthy dose of serendipity combined to give Ferguson his start in educational research. While working as a high school math teacher in Mount Lebanon, Pa., he enrolled in a statistics class at the University of Pittsburgh.

Ferguson mastered the course work so quickly that a professor in the School of Education suggested he apply for a research assistantship in the spring of 1967. He won the post and pursued his doctorate while working among the faculty of the Learning Research and Development Center as one of their own.

"I had that unique position of being the only research assistant in what was a small department with maybe half a dozen faculty," he says. "They really embraced me, and I almost felt as though I was one of [them]."

Ferguson directed a National Science Foundation project that studied the use of computers in providing individualized education to students. He also taught statistics and research design to graduate students. He credits the overall experience with giving him the foundation necessary for his later career.

"I certainly would not be in the position where I am today had I not had the specific training that I had at Pitt," he says.

After Pitt, Ferguson joined ACT in 1972 and became the first head of its test development department. At the time, the organization had a scant 75 staff members and only one real service—its signature program, the college entrance exam.

Ferguson helped develop the strategic plan that led to ACT's growth and rose through the ranks to become vice president of research and development, senior vice president for programs, and executive vice president before assuming the CEO's job in 1988.

The ACT's mission

The ACT's rival college entrance exam, the SAT, preceded its competition by a couple of decades. According to Ferguson, the SAT focused on elite institutions such as those in the Ivy League. From its inception, the ACT positioned itself to target everyone else.

Ferguson points out that advanced placement and honors courses serve only a small fraction of students, yet they attract the best teachers.

"The question that I pose is the question that we've worked at all of our lives at ACT, which is what about the other 80 percent?" he says. "That is something that we've got to attend to."

With that goal in mind, ACT continues to focus its efforts on developing educational programs—and creating results that will give students a better chance to succeed.



Under the leadership of Pitt alumnus Dick Ferguson, ACT's focus has grown exponentially and now encompasses assessments for students from kindergarten through 12th grade, as well as for graduate students, medical students, and a variety of professionals.

Chair honors trailblazing educator Helen Faison

University of Pittsburgh honored Emerita Trustee **Helen S. Faison** in February with the creation of the Dr. Helen S. Faison Chair in Urban Education. The chair is the first fully endowed chair in the nearly 97-year history of Pitt's School of Education, where Faison earned her BS, MEd and PhD degrees.

"For Helen Faison, education not only has been a career, it also has been a calling," said Chancellor Mark A. Nordenberg in making the announcement at the February 24 Board of Trustees meeting.

Faison was the first female and first African American high school principal, and the first African American superintendent in the Pittsburgh Public Schools. Her Pitt honors include an honorary doctorate, selection as a Legacy Laureate, and designation as a distinguished alumna by both the African American Alumni Council and the School of Education.

The holder of the Faison Chair will direct the School of Education's recently established Center for

Urban Education. The center's mission is to research and disseminate methods for improving urban education in the Pittsburgh region and nationally.

The chair will serve as the education school's liaison to the regional K–12 educational community, leading the school's initiatives in urban education research, training, and practice.

School of Education Dean **Alan Lesgold** said, "By connecting us to Dr. Faison, the

chair constitutes a continual reminder of everything that she represents: concern for every child, absolute integrity, courage, and selflessness. Dr. Faison is the personification of education and public service at its best."

The Faison Chair was established with gifts from local foundations, including \$500,000 each from the Buhl, Grable and Richard King Mellon Foundations, and a smaller gift from the Maurice Falk Fund.



The Dr. Helen S. Faison Chair in Urban Education is the first fully endowed chair in the nearly 97-year history of Pitt's School of Education. Faison—revered as a trailblazing educator—is pictured here with WQED president and chief executive officer George Miles and School of Education Dean Alan Lesgold.

Alumni Updates

1954

Shirley R. Barasch (BA '54, PhD '76), who served as chair of performing arts and professor and director of music and fine art at Point Park University, as well as artistic director of the Pittsburgh Playhouse, retired in August 2004. Barasch is a published poet, writer, and composer, and a recognized teacher of voice whose students perform internationally in musicals and opera. Since her retirement, Barasch has received her ninth American Society of Composers, Authors, and Publishers award, and she has published award-winning poems—five appearing in the *Taproot Literary Review* and one appearing in the *Pittsburgh Post-Gazette*. Her play, *For Professional Purposes*, has had two public readings, and her composition, an original quartet in D for strings, had a premiere performance in November 2005. Her original musical for children, *Alice in Wonderland*, will be performed at the South Park Theatre, in South Park, Pa., in summer 2006. Barasch said, "I am enjoying the freedom of retirement and spending time with my husband of 51 years and our 10 grandchildren!"

1969

Ronald B. Surmacz (BA '69, MEd '73, PhD '80) recently retired after serving 16 years as assistant superintendent in the Norwin School District. Surmacz had previously served as a teacher and administrator during his nearly 36 years with the district. After retiring, he was

appointed a full-time visiting professor of economics in the A.J. Palumbo School of Business Administration at Duquesne University, where he was an adjunct professor for nearly 19 years.

1972

Donna Motyl Belas (BA '72, MEd '75) was recently named a building principal with the Cornell School District, headquartered in Coraopolis, Pa. Belas had been the director of special education at Cornell. She recently moved to North Fayette Township, Pa.

1973

Sarah Tambucci (MEd '73, PhD '87) has received the 2005 Outstanding Leadership and Service in Arts in Education Award. Governor Edward Rendell presented this award at a public ceremony on October 18, 2005, at the Palace Theatre in Greensburg, Pa.

1974

William Englert (BS '74, MEd '76, EdD '01) was hired September 21, 2005, by the West Allegheny School District as assistant to the superintendent for personnel and student support services. Englert had been employed by the Peters Township School District since 1994 and had served as the principal of the Peters Township High School since 2002. He also served as assistant secondary principal at Peters Township High School, associate secondary principal with the South Fayette Township School District, and as a teacher and assistant principal with the West Jefferson Hills School District.

1975

Lawrence A. Butterini (MAT '75, EdD '91) has been selected as the 2005 Pennsylvania Association of Elementary and Secondary School Principals (PAESSP) High School Principal of the Year in the MetLife/National Association of Secondary School Principals Principal of the Year Program. He has been a principal for 18 years and a school administrator for 23 years. He was honored during the annual banquet at the PAESSP state conference in October 2005 in King of Prussia, Pa.

1979

Mary Culbertson Stark (MEd '79) recently had her 22nd solo show at Gallerie Chiz in Pittsburgh. The show, *Confessions of a Bodhisattva*, consisted of 15 works based on three years of research and participation in a reflexology and guided meditation project connecting the subconscious with active waking imagery. Culbertson Stark is also in her 31st year of teaching art for the Bethel Park School District and was named a Teacher of Honor by the Teacher Excellence Center in 2005.

1980

Shula Nedley (MA '80, PhD '84) was appointed director of the Pennsylvania Department of Education Bureau of Assessment and Accountability.

1981

Kathleen Bukowski (PhD ‘81) has been named associate dean of the Hafenmaier School of Education and Behavioral Sciences at Mercyhurst College in Erie, Pa. Bukowski spent 22 years in public education as a teacher and administrator, and has been a professor at Mercyhurst for the past nine years.

1986

Richard DeBlasio (MEd ‘86) is developing a universal proposal to integrate corporate career skills into a high school curriculum. Fifteen years of corporate training experience have uncovered specific needs, which have earned DeBlasio awards from the American Society for Engineering Education and Alcoa.

Reverend John D. Sink (EdD ‘86) has recently retired as professor and chair of the Department of Biology, Chemistry, and Physics at Southern Polytechnic State University in Marietta, Ga. He is now serving as Franklin County’s (Pa.) disaster coordinator for all United Methodist Churches.

1990

Burhanuddin Tola (MA ‘90, EdD ‘98) was appointed the head of the Examination Development Center in Jakarta, Indonesia.

1991

Mary Brand (PhD ‘91) is a psychologist and the owner of Alliance Psychological Services in Allison Park, Pa. She provides direct services to parents and coordinates clinical care for a multidisciplinary team,

including another psychologist, a psychiatrist, a social worker, and a licensed professional counselor.

Caryn King (PhD ‘91), professor of education at Grand Valley State University in Michigan, received the university’s Outstanding Educator Award in December 2005. In her nomination letter, students said they admired her energy and passion for teaching, and they lauded her ability to blend practical experience with classroom theories.

1995

Ann-Maureen Pliska (EdD ‘95) published a paper, “Monasticism: Its Influence on Education in Ireland and the Continent in Early Centuries,” in *Explorations in Curriculum History Research*, edited by Lynn M. Burlbaw and Sherry L. Field. This book is part of the instructional book series Research in Curriculum and Instruction, published by Information Age Publishing in Greenwich, Conn.

2000

Trishka T. Dargis (MAT ‘00), a teacher at Pacific Middle School in Des Moines, Wash., earned the prestigious National Board Certification for Social Studies - History/Early Adolescence. To earn national certification, Dargis created four portfolios for submission and passed an assessment exam. In addition, Trishka has served as department head for five years and has been both a building and district union representative. She recently served as a mentor teacher. She has also secured several grants such as the Highline Grant for Excellence and a grant from the Colonial Dames of America in the state

of Washington. Dargis is particularly proud of receiving a scholarship from the National Consortium for Teaching about Asia for a three-week study tour of China in 2004. She currently lives in Seattle, Wash., and is in her sixth year of teaching.

2002

Christine Ann Cortazzo (MEd ‘02), previously a language arts teacher in the Duquesne City School District for eight years and a former president of the Duquesne Education Association, participated in the National Education Association’s 2004 Affirmative Action UniServ Intern Program for Ethnic and Women Minorities in Washington, D.C. After completing an internship in Homewood, Ill., with the Illinois Education Association as a UniServ director and working as a temporary UniServ representative with the Pennsylvania State Education Association (PSEA) in Mechanicsburg, Pa., she accepted a permanent position as a UniServ representative with PSEA in New Castle, Pa.

2003

Abed Albasit M. Al-Hafiz (PhD ‘03) was appointed assistant dean of student affairs and chair of the Department of Athletics in the College of Physical Education and Sport Sciences, at Hashemite University in Zarqa, Jordan.

2005

Marissa Boyan (MAT ‘05) obtained a permanent position teaching seventh-grade language arts at Independence Middle School in Bethel Park, Pa.

In Memoriam

Rolland G. Paulston, professor emeritus, administrative and policy studies, died at the Good Samaritan Hospice in Wexford, Pa., January 25, 2006, of acute leukemia. He was 76.

Paulston grew up in southern California and earned a bachelor’s degree in geography and art history from the University of California at Los Angeles in 1952. He completed a master’s degree in economic geography at Stockholm University, Sweden, and taught social studies in the Los Angeles public schools and at the American School of Tangier, Morocco, before going on to earn his doctorate in comparative education at Columbia University. He joined the faculty of the international and development education program in the School of Education at Pitt in 1968, and was appointed full professor in 1972 and professor emeritus in 1999.

“While Rolland retired before I came to the School of Education, he remained an intellectual force and a source of humanity for me and my colleagues,” said Alan Lesgold, dean of the School of Education.

“He was responsible for a portion of our international reputation, for some of the global perspective of our graduates, and for all of the School of Education community being more human and more decent because we interacted with him.”

An expert in Latin American education reform, Paulston was perhaps best known for his work in social cartography—the mapping of the space of ideas in educational discourse.

Paulston’s social cartography work—published in a 1996 book and furthered in subsequent journal articles and book chapters, the last of which will be published this year—has had wide impact on the field, said former Comparative and International Education Society (CIES) President Noel McGinn in a prepared release. Paulston served as CIES president in 1975; in 1999 he was named an honorary fellow of the group for his more than three decades of leadership in comparative education.

Paulston is survived by his wife, Christina Bratt Paulston, a professor emerita of

linguistics; two sons, Christopher and Ian; a brother, Don, and a sister-in-law, Jean; and a sister, Patricia.

—*Reprinted in part with permission from the University Times, February 2, 2006*

Carl Mauritz “Maury” Lindvall, a School of Education professor emeritus who taught at Pitt from 1953 to 1983, died February 22, 2006, in Port Ludlow, Wash.

In addition to teaching, Lindvall also served as an associate director of Pitt’s Learning Research and Development Center.

Lindvall earned his bachelor’s degree from Augustana College in Rock Island, Ill., in addition to two master’s degrees and a doctorate from the University of Illinois at Urbana-Champaign.

Born in Boone County, Ill., Lindvall grew up in Rockford, Ill. During World War II, he served as a lieutenant with the Navy Air Corps.

Lindvall is survived by his wife, Marie; a daughter and son-in-law, Janice and Gale Miller of Denver, Colo.; and three grandchildren.

TELL US WHAT’S NEW!

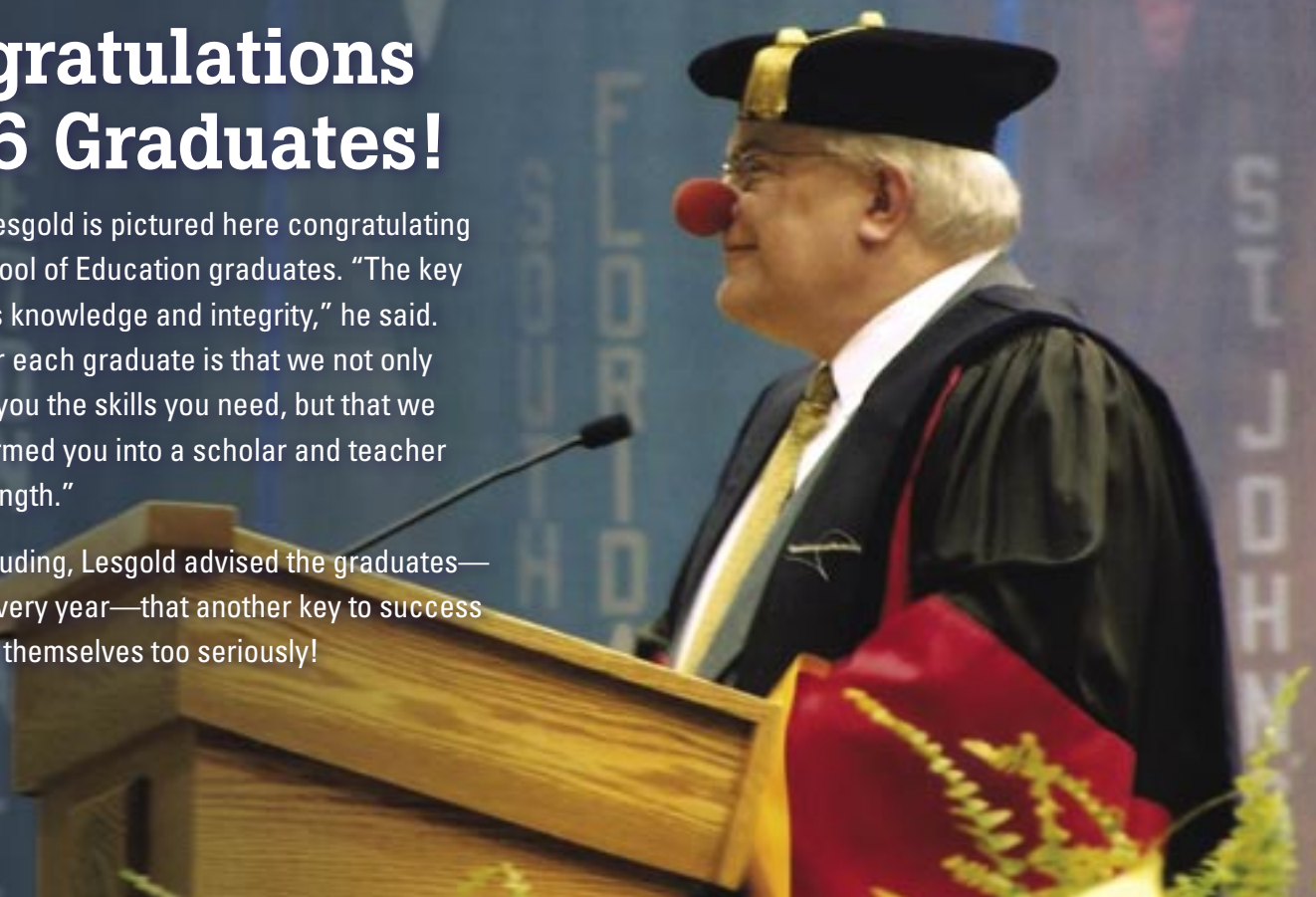
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Congratulations 2006 Graduates!

Dean Alan Lesgold is pictured here congratulating the 2006 School of Education graduates. "The key to success is knowledge and integrity," he said. "My hope for each graduate is that we not only have taught you the skills you need, but that we also have formed you into a scholar and teacher of moral strength."

Before concluding, Lesgold advised the graduates—as he does every year—that another key to success is to not take themselves too seriously!



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