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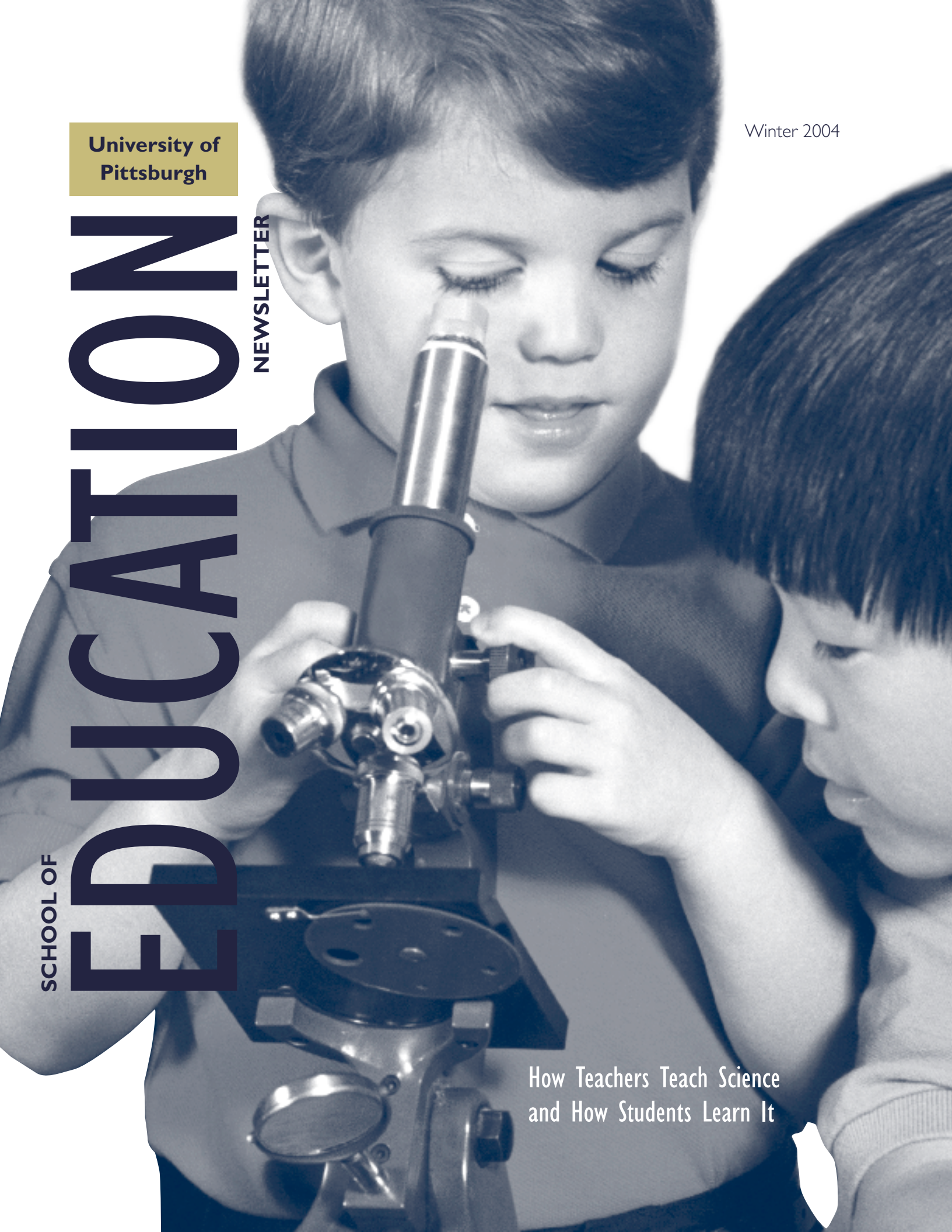
Winter 2004

NEWSLETTER

SCHOOL OF

EDUCATION

How Teachers Teach Science
and How Students Learn It





Contents

From the Dean	2
School News	3
Faculty News	15
Alumni News	20
Student News	28
In Memoriam.....	30

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2



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From the Dean ...

Dear Friends,

Another exciting year has passed in the School of Education, and there is much to report. We have recruited five new faculty members to join an amazing pool of highly talented colleagues hired throughout the last several years. We have become perhaps the strongest education school in the country in the area of exercise, weight control, and healthy lifestyle. While our overall ranking by *U.S. News & World Report* did not move upward this year, I am very heartened that when they polled major school district superintendents, we were ranked 17th, and when they polled deans of education schools we were ranked 29th. Our customers and competitors know of our high quality.

We have been carefully evaluating and slowly improving our programs to train teachers, principals, and superintendents. Our most sensible market niche is to produce the very best educators for our region and country, and we are filling that niche nicely. In addition to the exercise and weight control successes, we have had many other major grants and other indications of scholarly achievement. The journal *Comparative Education Review* joins *American Educational Research Journal* as a Pitt-edited journal. Both are the top journals in their fields. Our graduate students are emulating their faculty mentors and starting an electronic journal as well. The Commonwealth of Pennsylvania has invested another \$4 million in Naomi Zigmond's efforts to develop appropriate standards and assessment methods for special children.



Another big change is the move of the Office of Child Development (OCD) to the School of Education. OCD is nationally known for its high quality research and service programs. Children from Allegheny County to the orphanages of Russia are better off because of OCD's efforts. The immediate effect of its joining the school has been to attract even stronger faculty to our school. It also brought many new research collaboration possibilities to my colleagues.

The OCD move is more than just an administrative move. In my last column, I indicated my concerns about health and lifestyle education. Our country needs to have educators who address these issues, or we will bankrupt our health system. At Pitt, we have a long history of being leaders in the cognitive side of education, and this will continue. But all of us know that education is influenced dramatically by both the school and the home environments.

That is why I am especially pleased that having OCD with us has helped attract two new colleagues. Deborah Land comes to us from Johns Hopkins University; she studies teenage bullying. What could be more central to making schools safe and supportive environments for learning? Eva Marie Shivers will come next January; she studies kith and kin child care (leaving the kids with grandma), the common outcome of the welfare-to-work laws. What happens to kids who are home with a grandmother? What can a grandmother do to help give the kids in her care the same lucky start that others get in the best preschool centers? Again, this is as important to educational improvement as better teaching.

But we have better teaching on the agenda as well. During the past two years, we have recruited a new generation of science education faculty: Jen Cartier, Sam Donovan, and Mike Ford. Joining them on a part-time basis after retiring from Stanford University is Jim Greeno, a nationally renowned expert on mathematics learning.

Our new generation of faculty is shaping up wonderfully. All of their established colleagues at the school are very proud they have joined us and are excited about the intellectual stimulation and improved programs that they will help create. It is a great time to be in Pitt's School of Education.

Stop in and see us if you are in the neighborhood.

Alan Lesgold
Professor and Dean

CASE-BASED LEARNING: Out-of-this-World Innovation in Mathematics

QUASAR, COMET, ASTEROID—Is this Star Wars? No, these are the names of research projects on which Margaret S. Smith, associate professor (DIL), and Mary Kay Stein, associate professor (APS) and senior scientist (LRDC), have worked as they collaborate to bring innovation to mathematics education—both in how teachers teach mathematics and how students learn it.

Smith and Stein's current work builds on their prior research with narrative cases and middle school mathematics in the Cases of Mathematics Instruction to Enhance Teaching (COMET) project. The COMET project developed a set of narrative cases that portray the teaching and learning of mathematics in three areas considered central to middle school mathematics: proportionality, algebraic reasoning, and geometry and measurement. Each case focuses on a set of mathematical ideas important in the middle school curriculum, features a cognitively challenging mathematical task, and represents an empirically derived pattern of the enactment of that mathematical task and the associated factors.

"By examining these detailed narratives of instructional episodes, teachers are invited to wrestle with key issues of practice, such as how to make sense of what students are doing and thinking, and where it might be fruitful to direct the next conversational move," writes Stein.

The COMET cases are also an integral part of their latest research

project, A Study of Teacher Education: Research on Instructional Design (ASTEROID). In this project, Smith and Stein are investigating different but related aspects of teacher education and mathematics instruction. Smith is investigating an innovative approach to teacher education that she uses in a course specifically designed around this approach; she also looks at what teachers learn about specific mathematical ideas as a result of being exposed to this approach. The COMET cases provide the basis of the instructional process used in the course.

Her course is based on the ideas that "teachers must have deep insights about mathematics, about students as learners of mathematics, and about pedagogy that will support students' learning."

Smith's course, Special Topics in Mathematics: Proportional Reasoning in the Middle Schools, was designed with a twofold purpose. The first was to help teachers construct or reconstruct their own understanding of proportionality. Proportional reasoning has been identified as the cornerstone of higher mathematics and a unifying theme of middle school mathematics, making it essential to the development of mathematical proficiency in the middle grades. Yet it is problematic for many teachers. It is a skill that develops slowly, and one that a large portion of society never develops according to Hart and Hoffer. Smith notes, "In order to foster the development of proportional reasoning

School of
Education
Newsletter

3



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skills in students, teachers must be able to reason about proportional relationships themselves to identify situations which require proportional reasoning and develop effective pedagogical techniques related to proportional reasoning.”

Secondly, the course was intended to help teachers develop their capacity for providing meaningful learning opportunities for their students by experiencing a form of teaching that facilitates and supports learning—a form that exemplifies the ways in which the students themselves were being asked to learn. This innovative approach is practice-based and employs student-centered, discourse-oriented instruction. It is one in which the instructor poses challenging tasks, engages teachers in discourse, enhances discourse using a variety of tools, creates a supportive learning environment that encourages reasoning, and expects and encourages teachers to take intellectual risks.

Being practice-based, this approach is grounded in the tasks, questions, and problems of teachers’ everyday work, and it uses records of authentic practice: curriculum materials, narrative or video summaries of teachers planning/engaging in instruction, and samples of student work as the vehicles of the curriculum. This practice-based curriculum “interweaves cases with other materials that depict key aspects of teaching” to help teachers develop knowledge through analysis of real situations in which the knowledge is used.



The COMET cases that were developed around proportional reasoning are the curriculum “anchors” of this course. Many of the tasks and activities that form the basis for work and discussion in the course are built on the analysis of the cases. They are intended to engage teachers in thinking and reasoning about some aspect of mathematics teaching and learning and to encourage divergent thinking. They require participants to focus on the connections between teaching and learning, using evidence from the cases to support any claims they make.

How well does the student-centered, discourse-oriented approach work in mathematics education? A former student, Jennifer Dooley, writes in the 2002–03 edition of the *Math & Science*

Collaborative Journal, “Often students were asked to read an account of a class session and (to) reflect on the learning achieved by the students in the class. ... We discussed the questioning techniques of the successful teachers as well as the types of problems they presented to their classes and in what order. In this manner, we began to grow as teachers ourselves.” Even as a veteran teacher, Dooley noted, “I still found myself making new connections and discoveries. ... By forcing me to participate in the class discussions and to solve instructional and mathematical problems independently, I leave Dr. Smith’s class with a whole new set of instructional techniques and mathematical connections from which I can draw.”

Stein’s research focuses on the case-based instruction and student-centered discourse elements of Smith’s course as she examines how narrative cases help teachers learn to productively use student responses “to shape and direct [those contributions] ... toward collective and individual understanding of important ideas associated with proportional reasoning.”

Cases are an effective medium for capturing the interdependence of teachers’ knowledge of mathematics, pedagogy, and students. They portray how teachers simultaneously think about and pull from mathematical knowledge, pedagogical expertise, and knowledge of how students learn mathematics in order to reach an instructional goal,” said Stein.

The cases that form the proportional learning cluster and that were used in this study were designed with specific mathematical and pedagogical goals. The cases were designed to illuminate three interconnected teacher practices: encouragement of student generation of and connection between multiple strategies and representations; pressing for students’ explanation and reasoning; and use of students’ thinking in pedagogically productive ways.

To foster the acquisition of mathematical understandings in student-centered classrooms, teachers must select rich, cognitively challenging tasks that have the potential to engage all students, provide scaffolding to students as they

work alone or in groups on those tasks, and orchestrate whole-class discussions as students share their approaches to tasks so that all students acquire knowledge of correct and complete mathematics by the end of the activity.

In student-centered classrooms, good tasks and student responses to them are primary ingredients for learning. The selection and productive use of student responses become crucial determinants of effective instruction, especially in the final phase—orchestrating the whole-class discussion. This can be very challenging for teachers because student responses often range from incorrect to a variety of correct approaches, each of which uses a different representation and reasoning strategy.

Teachers must learn how to interpret a wide range of students’ responses to high-level tasks and how to gently steer those responses to important and worthwhile mathematics. To do so effectively requires that teachers know deeply the mathematical ideas they want students to learn, have at hand pedagogical strategies for involving students in the sharing and social construction of those ideas, and know the typical routes to problem solutions and understanding that students take.

Teachers must also learn how to translate the particulars of a case to more generalized understandings. In this regard, the facilitator of case discussions would need to have some set of general principles toward which to steer the case

discussions. Smith and Stein have identified a set of practices that aim to purposely use student responses to move particular mathematical ideas and reasoning processes forward in productive ways. These target practices are as follows.

1. Anticipating student responses to instructional tasks.
2. Monitoring student responses to make instructional decisions.
3. Purposely selecting student responses for public display:
 - a. to expose a misconception
 - b. to expose a particular mathematical strategy(ies)
 - c. to present a variety of strategies for a particular reason
4. Purposely sequencing the public display of student responses.
5. Making connections between different student responses.

These practices do not come alive until they are connected to particular mathematical ideas within a specific lesson. Teacher reflection and thinking are analyzed throughout the course to examine how teacher thinking is affected by the class.

There is evidence that teachers do learn from cases—and even that their learning can be traced to particular ways in which case discussions are facilitated. When embedded in an interconnected set of meaningful activities, case discussions can lead to productive teacher learning of complex practices and ideas.



TIMSS 1999 SOUTHWEST PENNSYLVANIA REGIONAL BENCHMARKING REPORT: Charting a Course to School Improvements

Cynthia Tananis, assistant professor (APS), and Stephen J. Chrostowski, Boston College, are the primary authors of the “TIMSS 1999 Southwest Pennsylvania Regional Benchmarking Report,” an analysis of the participation of the nine-county workforce region in the Third International Mathematics and Science Study (TIMSS) Benchmarking Study conducted in 1999.

Tananis currently serves as the evaluator for Collaboratives for Learning, a regional catalyst for educational renewal through a variety of school-based initiatives across the southwestern region of Pennsylvania.

She also works with the Superintendent’s Forum of Western Pennsylvania and a number of other state, regional, and local education initiatives. Tananis has had a 22-year career in educational evaluation, program development, and administration, and she has worked in many K–12 schools across the eastern United States to build internal evaluation capacity. Her expertise focuses on participative evaluation designs that help stakeholders make sense of and benefit from the evaluation process.

The TIMSS 1999 benchmarking study of eighth-grade mathematics and science education compares 38 countries with 14 states and 13 U.S. school districts or consortia of districts. In this report, for the first time, the rich data from the many participating jurisdictions around the world and across the nation are compared with that of southwestern Pennsylvania. As the first benchmarking jurisdiction to undertake such reports,

southwestern Pennsylvania is a national model for the reporting and use of this data. Thus, this is an important document for “charting a course to school improvement.”

As a continuation of the TIMSS (now referred to as Trends in Math and Science Study) project, TIMSS 2004 will be completed internationally at grades four and eight. The United States plans to participate as a nation, and plans are under way to complete a local/regional benchmarking effort that will follow the TIMSS 1999 format. The executive summary of the 1999 regional benchmarking report is presented here. The entire report is available online through the Web site of the collaborative at www.msc.collaboratives.org.

TIMSS 1999: Executive Summary

Since it was established in 1994, the Math & Science Collaborative has worked to coordinate regional efforts and to focus resources on strengthening K–12 mathematics and science teaching and learning in southwestern Pennsylvania. The strongest initiatives for educational improvement in this region have emphasized basing decisions on good data and have provided opportunities for educators to share their knowledge and experience. Such initiatives link best practices and research in addressing educational concerns.

Throughout southwestern Pennsylvania, findings from the 1995 TIMSS have been used in professional development and have informed school

districts in curricular decisions such as the selection of instructional materials. Given this experience, southwestern Pennsylvania capitalized on the opportunity to collect TIMSS data specific to the region when the TIMSS 1999 benchmarking study was announced.

In a spirit of public-private collaboration, southwestern Pennsylvania participated as a workforce region in the benchmarking study to further its efforts in preparing all students to compete successfully in a global society. With this educational “global positioning system” mapping ... the region’s achievement in mathematics and science, educators in the region can consider mathematics and science teaching and learning through the lens of international, national, state, and regional data. The insight gained can inform policy at the state and local levels, and local school districts can use this regional data to strengthen mathematics and science education.

Major Findings

Southwestern Pennsylvania results are similar to results for the United States.

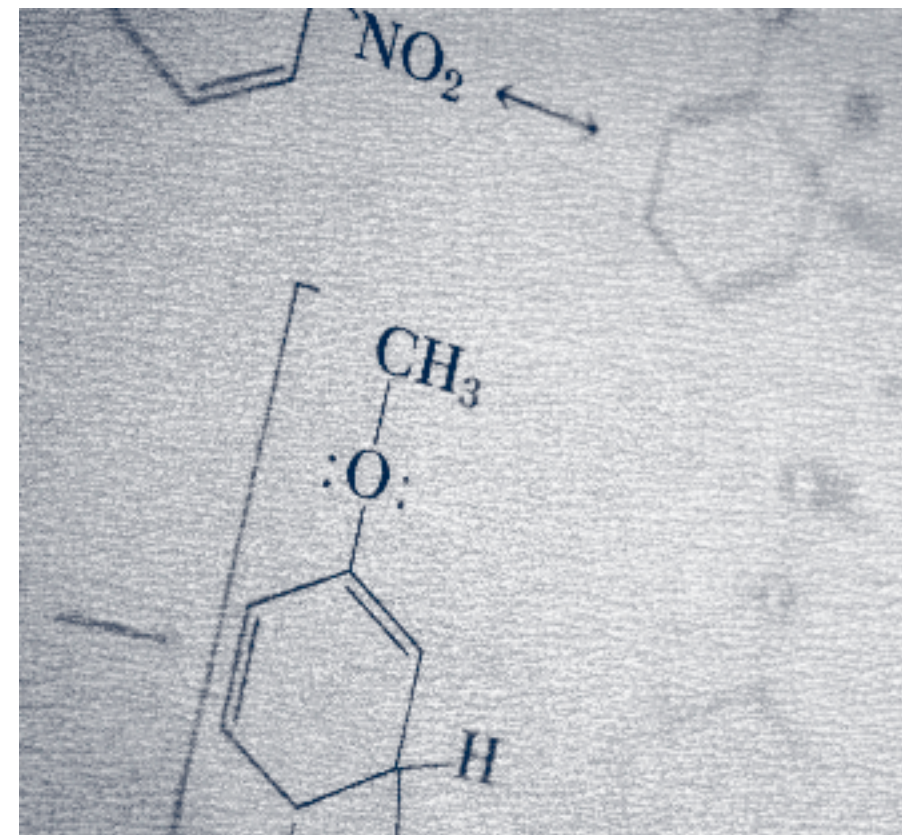
TIMSS 1999 demonstrates that southwestern Pennsylvania is far more similar than dissimilar to the country as a whole. Southwestern Pennsylvania performed similarly to the nation in mathematics and significantly above the nation in science. Like the United States, it was significantly above the international average in both mathematics and science. These findings validate the region’s extensive use of TIMSS 1995 to inform [educational] decisions.

What We Teach Matters

TIMSS 1999 reinforces the message of TIMSS 1995. A major predictor of student achievement in a particular topic is whether that topic is emphasized in the classroom.

Most eighth-grade students around the world were taught mathematics with an integration of content areas, according to teachers’ reports about the subject matter emphasized most in their classes. On average, internationally, more than half the students were taught a combination of mathematics topics (i.e., combined algebra, geometry, number, etc.), and almost one-fifth were in classes emphasizing algebra and geometry combined. By contrast, in southwestern Pennsylvania, a full 20 percent of students were in classes emphasizing mainly numbers; only 24 percent of students in the region were in classes that taught a combination of mathematics topics, and 11 percent were in classes emphasizing algebra and geometry combined. These data suggest that many students in the region continue to be taught number concepts in the eighth grade, while their international peers study topics in geometry and algebra.

There was considerable variation across participants in the reported subject matter emphasis in science classes. Southwestern Pennsylvania reported 31 percent of students in classes emphasizing general/integrated science and another 31 percent in classes emphasizing physical science, followed by 18 percent in earth science and 10 percent in biology.



The descriptions of performance at the international benchmarks of achievement detail what students know and are able to do at the 90th percentile and each quartile of achievement. These descriptions, illustrated by example test questions, along with the percentage of students in southwestern Pennsylvania achieving each benchmark, provide concrete examples of curricular content for educators to consider as they focus on ways to strengthen mathematics and science education.

What We Teach to Whom Matters

While what we teach matters, who has access to the curriculum matters as well. What is taught cannot influence students who do not have adequate and equal access to the curriculum. Especially in mathematics, southwestern Pennsylvania students experience greater levels of content tracking (the provision of different content to different classes) than [other] U.S. students, who in turn face greater levels of content tracking than students internationally. This means there are a greater number of southwestern Pennsylvania students who do not have access to rigorous mathematics topics.



In southwestern Pennsylvania, 57 percent of students attended schools that use content tracking as a way of organizing mathematics classes, similar to the whole of Pennsylvania, with 59 percent of students attending schools that use content tracking. These results indicate far more mathematics content tracking in Pennsylvania and the region compared with the United States (37 percent) or the international average (17 percent).

Content tracking in science was less prevalent, with only 17 percent of students in southwestern Pennsylvania, 25 percent in Pennsylvania, 12 percent in the United States, and 14 percent internationally in schools that reported using content tracking in science.

In some jurisdictions, including southwestern Pennsylvania, students in schools reporting no content tracking had higher levels of achievement.

Gender also plays a role. In mathematics at the eighth-grade level, there was relatively equivalent average achievement for girls and boys in southwestern Pennsylvania. In contrast, however, in science, boys had significantly higher average achievement than girls in southwestern Pennsylvania.

Implications

Several implications for policy and practice are clear. From the TIMSS 1999 study, the region can learn from its similarity to the nation as a whole and focus on what schools can do to support achievement. Local educators have new evidence to advocate higher achievement through a challenging



curriculum for all students: a coherent, rigorous curriculum that builds strategically upon itself, minimizes repetition, and emphasizes essential understandings. Every step of the educational system must be examined to improve students' opportunities to learn, recognizing that there is no "silver bullet" or single factor that is the answer to raising student achievement in mathematics and science.

Secondary analysis of the TIMSS 1999 data will be important and may add insight. Southwest Pennsylvania is looking forward to the results of a regional curriculum analysis performed by William Schmidt of the United States TIMSS National Research Center at Michigan State University. In particular, the region is interested

in examining the findings for the Michigan Invitational Group, in which all districts are using standards-based mathematics materials.

TIMSS is a call to action for K–12 educators to approach the continuous task of strengthening instruction. Drawing from this research, educators can explore numerous ways to approach instruction and determine which strategies should be used, when, and why. Policymakers can look to the policies and practices of higher-achieving countries and jurisdictions for guidance about how best to support learning and instruction. The TIMSS benchmarking charts a course to school improvement; it clearly points toward ... [what is] needed to implement the strategies that will ensure those improvements.

PRCST MEETS Lewis and Clark

The vision of President Thomas Jefferson and the fortuitous purchase of the Louisiana Territory provided the basis for one of the most vital and exciting expeditions leading to the development of our nation. The Corps of Discovery expedition, authorized by Congress in 1803 and commissioned by Jefferson, was not only a military expedition, but also a scientific one. Jefferson charged Meriwether Lewis to "learn all that you can" with a focus on the scientific, geological, commercial, agricultural, and ethnographic elements of the journey. The bicentennial anniversary of this monumental expedition will be celebrated during the next three years, reflecting the length of this extraordinary journey.

In connection with the Lewis and Clark Commemoration, the Pittsburgh Regional Center for Science Teachers (PRCST), an outreach program of the School of Education, is conducting a three-year program to enrich the teaching of science. Jane Konrad, executive director of PRCST, is heading the program.

The Lewis and Clark Educational Project is a professional development program for inquiry-based teaching that brings together science professionals, researchers, and educators in a study of the linkages of natural and historical environments.

The project provides special emphasis in curricular areas that are found in the new Pennsylvania Academic Standards in Science and Technology and Academic Standards in Environment and Ecology, but often are not included in classroom

teaching. It emphasizes integration across disciplines, meeting multiple standards including national standards for science education.

What does the expedition have to do with science? Actually, quite a bit, Konrad explains. "Certainly the geological configuration of the watersheds is basic to the journey, along with discovery of the broad Midwestern plains and the unexpectedly enormous Rocky Mountains. The flora and fauna discoveries and specimens collected and described added significantly to the current knowledge. Maps drawn by Clark were amazingly accurate and provided information leading to the westward expansion of civilization. Knowledge, relationships, and understanding of the many Native American tribes encountered was firsthand information not previously accessible. Technology of the day provided rich study areas—boat construction and later transportation developments. Use of the sextant, compass, and navigation skills was also documented in the extensive journals kept by Lewis and Clark and members of the expedition."

The project is developing a Web site related to the scientific aspects of the expedition (<http://lewisandclark.pgh.history.org>). It provides academic articles on voyage-related issues such as medicine, navigation, mapmaking, geology, and botany. The site also includes science-based integrated teaching modules. Scientists contributing to the Web site include Charles B. Greenberg, retired fellow, PPG Industries, who serves as product manager,

editor, and principal author; Mark Evans, Department of Geology and Planetary Science; and Harry A. Alden, microscopist, Smithsonian Institution. The scientific focus, accuracy, and leading-edge research of the Web site distinguishes it from many other Lewis and Clark sites.

A principal collaborator in this project is the Senator John Heinz Pittsburgh Regional History Center (www.pghhistory.org). The Heinz History Center focuses on the historical aspects of the voyage and is creating exhibits, reenactments, and programs relating to the journey. In cooperation with the Heinz History Center, the Michael Baker Corp. is designing a "new face" for the projects Web site that will include a calendar of events and contacts for area organizations and representatives participating in the commemoration.

Financial support for the project has been provided by several local foundations: the PPG Industries Foundation, Alcoa, and Grable Foundation. Konrad continues to seek additional funding so that more teachers can participate. By the end of 2002, 25 teachers were participating in the PRCST project, and 10 more teachers were added in 2003. The project will be sustained for the duration of the commemoration, 2003–06, to expand students' knowledge and understanding.

For more information, contact University of Pittsburgh, School of Education, Jane Konrad, 5H01 Wesley W. Posvar Hall, Pittsburgh, PA 15260; 412-648-7315; konrad@pitt.edu.

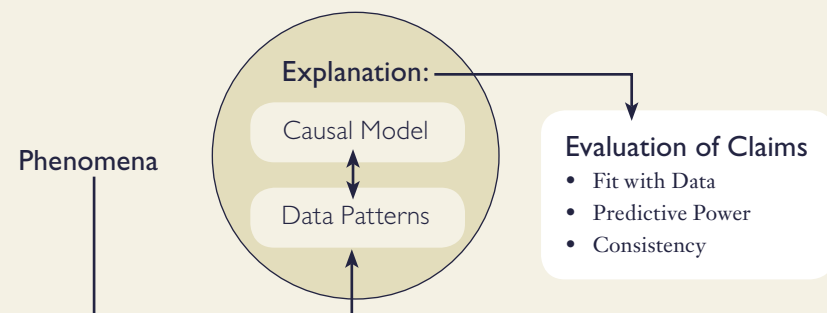


THE FUTURE OF Math and Science Education

The state of math and science education in the United States has recently come under severe criticism based upon students' poor performance on international measures of science and math proficiency as reported by the National Center for Education Statistics (2001). Researchers Palinscar and Magnusson indicate that elementary school teachers' lack of subject matter knowledge and experience in science and mathematics limits their ability to implement conceptually rich, inquiry-based instruction as called for by the National Council of Teachers of Mathematics, in *Principles and Standards for School Mathematics* (2000). To remedy the situation that inadequate teacher preparation is partially to blame for students' poor math and science skills, School of Education Professors Jen Cartier, Ellice Forman, Peg Smith, Mike Ford, and Ellen Ansell are exploring ways to integrate math and science instruction and to enrich the subject matter knowledge of preservice teachers in the areas of math and science. One of their goals is to illuminate the conceptual connections between math and science, particularly those related to representing data and recognizing patterns relevant to problem solving.

Among the many current projects of the math and science faculty are two related to integration of these disciplines. Cartier, Forman, Smith, and

Scientific Inquiry: Conceptual Model of Scientific Inquiry Being Used with Students in Science (Figure 1)



Ford have recently proposed the development of a math/science course wherein the three main goals would be to: (1) improve preservice elementary teachers' knowledge base of science and math; (2) provide an example of how to integrate math and science without diminishing the conceptual rigor of either subject; and (3) provide an opportunity for professional development of the faculty involved. The proposed course is still in the early stages of design, and the faculty hope to offer it as an elective in the summer session of 2004. Currently, they are investigating a two-module design: postsecondary education training (PSET) students will participate in two extended inquiry experiences. In the first module, they will focus on understanding linear functions (as illustrated by geometrically similar rectangular figures) and using

these functions to describe material kind (e.g., the density functions of a variety of material objects) as well as principles of design in the physical world. In the second module, they will focus on diversity in biological populations and employ statistical methods and graphical and geometric representations to describe, analyze, and understand variation.

Complementing this work, Ansell is collaborating with other math and science faculty to redesign the Math for Elementary Teachers course (a prerequisite course for the elementary education certification program). One goal is to ensure that the mathematics concepts within this course include, wherever possible, those most salient to successful student problem solving in science. In particular, PSET students would have experiences learning to use measures of central tendency

to describe and represent data and using statistical methods to interpret central patterns in data.

In another project, Cartier is collaborating with the Pittsburgh Public Schools to support pedagogy that enables teachers to integrate hands-on science into the curriculum while maintaining intellectual rigor. The *National Science Education Standards* recommends that students be "engaged in inquiry" that involves combining "processes and scientific knowledge as they use scientific reasoning and critical thinking to develop their understanding of science." She is assisting teachers in developing a greater understanding about the nature of scientific inquiry and ways of implementing inquiry instruction into their classrooms. The aim is to help teachers adopt more inquiry-based practices, particularly those that provide students with appropriate representational tools to describe trends in data and create opportunities for students to engage in "science talk." Throughout the project, she will evaluate what student achievement outcomes result from the implementation of appropriate inquiry pedagogy in elementary school classrooms.

Cartier recently presented a framework for Inquiry Based Hands-on Science at the Western Pennsylvania Superintendents Forum (see Figure 1). The superintendents were excited to learn about this new development in science education.

Elementary Science Methods at Pitt

The Elementary Science Methods class reflects Professor Jennifer Cartier's commitment to engaging preservice teachers in learning through science inquiry in addition to engaging them in discussions and practice of inquiry pedagogy. Thus, the students have multiple opportunities to collect and represent data, identify patterns, and use causal models to create explanations for those patterns—all central activities of scientists engaged in "authentic practice."

Throughout the course, Cartier also encourages her students to be reflective about their learning and its impact on their own teaching practices. Such reflection occurs in part through a series of short position papers. Currently, Cartier is working with two graduate students to analyze the impact of these reflective writing assignments—and her explicit written feedback related to central ideas expressed in these papers—on preservice teacher learning.

By the end of the course, when students write their final reflective essay, many are able to describe their own progress with respect to understanding science inquiry. One Elementary Science Methods student in 2003 wrote:

"In my [first assignment] I commented that, 'I feel that the method of science (question, hypothesis, experimentation, observation, and conclusion) is also important to teach students as it helps [them] to examine their curiosities in the world in a systematic and sound way.'



I think this course has taught me that doing science inquiry is not just about doing science experiments by utilizing the scientific method, but that much of science requires us (students included) to observe patterns, explore ideas about these patterns, and work to justify and explain answers and ideas with others."



OFFICE OF CHILD DEVELOPMENT Joins School of Education

Starting as a dream of two faculty members, Carl N. Johnson in the School of Education and Mark Strauss in the Department of Psychology, the University of Pittsburgh Office of Child Development (OCD) was created in 1986. It was developed to promote interdisciplinary scholarship within the University on children and families, while promoting productive relations between the University and the community.

What began with \$150,000, a director's salary, and two staff members now has an annual budget of \$7.4 million, a staff of 50–55, and an international reputation as a model university-community center.

The office is an administrative unit that promotes interdisciplinary applied educational research, service demonstrations, program evaluation, and policy projects related to children, youth, and families. Underwritten by the Howard Heinz Endowment, the Richard King Mellon Foundation, and the University of Pittsburgh, the office receives funds for special projects from federal, state, and local governments; private foundations; and individual philanthropists. The office has been described in the *Journal of Applied Developmental Psychology* and the book *Applied Developmental Science: Graduate Training for Diverse*

Disciplines and Educational Settings. Copies of the text can be found at www.education.pitt.edu/oed/publications/aboutoed.asp.

The OCD now has entire divisions of professionals in applied research and education, intervention demonstrations, program evaluation, and policy initiatives on behalf of young children, adolescents, families, and communities. The OCD is led by its codirectors, Christina J. Groark and Robert B. McCall. Groark is a faculty member in applied developmental psychology in the school, while McCall is a faculty member in the Department of Psychology in the School of Arts and Sciences.

One of the major goals of the office is to disseminate research and professional information on children, youth, and families. The OCD accomplishes this by the publication of a quarterly newsletter, *Developments*, which reviews news and information about research, services, and policies related to children, youth, and families. A section of each edition, the Special Report, focuses on a major issue related to children and families. To view current newsletters, visit www.education.pitt.edu/oed/publications/developments.asp. In addition to the newsletter, the OCD also produces a variety of reports and publications (www.education.pitt.edu/oed/publications). Some recent examples that can be found on links from the Web page include:



Codirectors of OCD, Christina J. Groark (right) and Robert B. McCall (center), in Russia on the orphanage project.

- “The Quality and Availability of Pennsylvania’s Teachers”
- “Preventing Youth Violence: The Effectiveness of Parent-and-Family-Based Strategies”
- “Where Children Grow Up: Understanding How Neighborhoods Effect Child Outcomes”
- “Are We Leaving Them Behind? The Case for Helping Childcare Providers and Parents Address Behavioral Problems in Very Young Children”
- “Early Literacy Learning: A Professional Development Imperative”

Examples of the ongoing research at the OCD include an Interdisciplinary Fellowship Program in Policy and Evaluation; analysis of the effectiveness of the Pittsburgh site of the federal Comprehensive Child Development Program; an international collaborative intervention and research project to improve the stability and responsiveness of caregiving in orphanages for children from birth to 4 years old in St. Petersburg, Russia; and the management of the Early Childhood Initiative Demonstration Project designed to improve the quality of early childhood care and education in low-income neighborhoods.



Universities Children's Policy Collaborative Team, comprised of members from the University of Pittsburgh, Penn State University, and Temple University, is shown here with Governor Mark Schweiker (front row, third from right) in Harrisburg.

FACULTY PUBLICATIONS: Reading

Beck, I.L., McKeown, M.G., & Kucan, L. (2002). *Bringing Words to Life: Robust Vocabulary Development*. New York, NY: Guilford Press.

Bean, R.M., Cassidy, J., Grumet, J.V., Shelton, D., & Wallis, S.R. (2002, May). What Do Reading Specialists Do? Results from a National Survey. Accepted for publication in *The Reading Teacher*, 736–744.

Coburn, C.E. (2001). Collective Sense Making about Reading: How Teachers Mediate Reading Policy in their Professional Communities. *Educational Evaluation and Policy Analysis*, 23 (2), 145–170.

Funchs, D., Funchs, L., Thompson, A., Al-Otaiba, S., Yen, L., Yang, N. Braun, M., & O'Connor, R.E. (2002). Exploring the Importance of Reading Programs for Kindergarten with Disabilities in Mainstream Classrooms. *Exceptional Children*, 68 (3), 295–312.

Hartman, D. (2002). Comprehension Instruction: Building on the Past and Improving Instruction for Today's Students. In C. Block & L. Gambrell (Eds.), *Using Writing to Improve Comprehension: A Review of the Writing-to-Reading Research*.

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FROM THE GRANTS OFFICE New and Continued Sponsored Projects

DEVELOPMENT AND TESTING OF THE STAGING ORGANIZATIONAL CAPACITY SCALE

R. Tony Eichelberger, Professor (APS); **Russell Schuh**, Research Associate (APS)

Robert Wood Johnson Foundation—\$99,689

This project is a continuation of the development and testing of an instrument to assess the capacity of small agencies to deliver interventions in health and health care. This instrument is unique in the evaluation literature and has the potential to offer numerous advantages for more meaningful diagnosis of small agencies' technical assistance needs.

DOSE-RESPONSE OF EXERCISE IN LONG-TERM WEIGHT LOSS

John Jakicic, Associate Professor (HPRED)

National Institutes of Health—\$419,421

Exercise is a key component of behavioral weight loss programs because of its effect on weight loss, body composition, cardiovascular disease risk factors, and other obesity-related diseases such as type 2 diabetes mellitus. Despite those benefits, it is unclear whether there is an optimal exercise duration and/or intensity that will enhance long-term weight loss in overweight adult women. The primary goal of this study is to examine the dose-response of exercise on long-term weight loss.

FORUM FOR WESTERN PENNSYLVANIA SUPERINTENDENTS

Susan Goodwin, Clinical Professor (APS)

Grable Foundation—\$75,000

Heinz Endowments—\$50,000

These grants support a professional development program for the superintendents in the region. The Forum for Western Pennsylvania School Superintendents, created in 1996, meets biannually and provides opportunities for superintendents to interact with national and regional education experts.

EFFECT OF EXERCISE ON PREVENTION OF WEIGHT GAIN

John Jakicic, Associate Professor (HPRED)

National Institutes of Health—\$1,830,677

It is estimated that more than 50 percent of all adults in the United States are overweight. Of particular concern is the significant increase in the prevalence of obesity. Exercise appears to be an important behavior for preventing and treating a number of chronic diseases, including obesity. The current public health recommendation for exercise is 30 minutes of moderately intense activity on most days of the week. However, it is unclear whether this level of exercise is adequate for preventing weight gain and the development of obesity. The purpose of this study is to examine the effect of two doses of exercise on the prevention of weight gain in moderately overweight adults.

PITTSBURGH ACCELERATION OF CERTIFICATION OF TEACHERS (PACT)

Steven Lyons, Associate Professor (DIL)

Commonwealth of Pennsylvania—\$105,000

The purpose of this project is to recruit, prepare, and retain quality teachers in priority areas identified by the Pittsburgh Public Schools. In a partnership comprising the University of Pittsburgh, Duquesne University, and the Pittsburgh Public Schools for a period of three years, 20 teachers per year will be recruited and prepared according to the Project ACT specifications. Candidates will be recruited from three groups: (1) emergency-certified candidates already teaching in the district, (2) minority candidates seeking certification in priority areas as preservice students, and (3) second career candidates seeking certification as preservice students.

ACADEMIC ACHIEVEMENT BY WORKING EIGHTH-GRADE STUDENTS IN 10 NATIONS

David Post, Associate Professor (APS)

American Educational Research Association—\$18,497

This project will study the consequences of paid employment and employment intensity in different cultural and policy settings in 10 nations.

ENHANCING SECONDARY MATHEMATICS TEACHER PREPARATION

Margaret Smith, Associate Professor (DIL)

National Science Foundation—\$998,635

The goal of the project is to address the challenges currently facing mathematics teacher education through a three-pronged approach. It will create two additional mathematics courses that are specifically targeted at making connections between the formal mathematics courses that currently comprise an undergraduate degree in mathematics and the mathematics that is at the heart of the secondary mathematics curriculum. It will also revise existing methods courses so they are grounded in the practice of teaching and based on current research on effective teaching and learning of mathematics. Finally, the project will develop a cadre of mentor teachers who will enact, support, and promote mathematics education reform efforts in the school environments in which they work and who can provide support to preservice teachers during their field experiences and to beginning teachers within their schools.

FACULTY MEMBER Earns Tenure

John Jakicic, Department of Health, Physical, and Recreation Education (HPRED) was promoted to associate professor with tenure this past spring and named department chair in November. His credentials address the quality of his teaching and research and his involvement in service. Jakicic has taught classes at the University of Nebraska at Kearney and at the University of Pittsburgh. His classes included Applied Human Anatomy and Obesity, Prevention, and Treatment. Students have said Jakicic is knowledgeable, has a passion for teaching, and organizes his courses well.

Both internal and external reviewers of Jakicic's credentials were supportive of him. In fact, a professor of psychiatry at Brown University wrote, "His exceptional skills in methodology, research design, and quantitative methods come together to produce outstanding vision as well as coherent and programmatic research."

Jakicic has been well funded. Within the last six months he received two new grants from the National Institutes of Health: a four-year grant for \$1.6 million and a three-year grant for \$1.8 million. His research has followed a systematic path, first seeking to improve participation in exercise and then comparing effects of massed versus dispersed bouts of exercise. He further examined



John Jakicic

long and short bouts of exercise in conjunction with the presence of home exercise equipment.

Jakicic is an associate editor for *Medicine and Science in Sports and Exercise*, is on the editorial board for two other journals, and serves as a reviewer for 11 scientific journals. He is also on two boards that apply research to practice: the Calorie Control Scientific Advisory Board and the board of *Muscle & Fitness Hers*. Congratulations, Associate Professor Jakicic.

Blevins Receives the Torch Lighter Award for Education

Anna Blevins, professor of education, received the Torch Lighter Award for Education at the 18th annual Black Extravaganza & Trailblazer Awards sponsored by Renaissance Publications. The award recognizes local standouts in various fields, as well as outstanding college students.



SCHOOL OF EDUCATION Faculty Honored

Beck Receives 2003 Chancellor's Distinguished Research Award

Isabel L. Beck, professor (DIL) and senior scientist at the Learning Research and Development Center (LRDC), was recognized at the University of Pittsburgh 2003 Honors Convocation as one of three senior scholar recipients of the Chancellor's Distinguished Research Award. This award honors faculty members who have an outstanding, continuing record of research and scholarly activity. Beck's career has spanned 40 years. Her current research is focused on increasing language development in young children through capturing the benefits of "read alouds." She is also engaged in research on vocabulary and enhancing students' word knowledge throughout their schooling.

In his letter informing Beck of her selection, Chancellor Mark A. Nordenberg wrote, "Your known accomplishments, the information provided in support of your nomination, and the letters of recommendation from worldwide authorities show that you have achieved national and international eminence as an outstanding scholar in your field. Few American scholars in any field of educational research have contributed as much to the study of reading instruction as you. You effectively combine a theoretical approach based on the cognitive theory of reading with experience and awareness of classroom experience."



Isabel L. Beck

Also in his letter, the chancellor noted that Beck's work has garnered "the most prestigious awards in the field of reading." In 1988, she received the Oscar S. Causey Award from the National Reading Conference, and in 2002, the William S. Gray Award from the International Reading Association. Beck is also a member of the Association's Reading Hall of Fame.

Richard Donato, associate professor (DIL), and his colleague and former doctoral student, Bonnie Adair-Hauck, adjunct instructor (DIL), have been awarded the Freeman Award by the Northeast Conference on the Teaching of Foreign Languages. Established in 1968 in memory of Stephen A. Freeman, a long-standing advocate of world language learning, this award is given for the best published article on foreign language teaching. Donato and Adair-Hauck were recognized for two articles recently published in a single volume of *The French Review*. The articles dealt with an instructional model that they developed.

Seth Spaulding, professor emeritus (APS), has received a Fulbright Senior Specialists Grant in education to the Srinakharinwirot University in Thailand. The Fulbright Senior Specialists Program offers two-to-six-week grants to leading U.S. academics and professionals to support curricular and faculty development and institutional planning at academic institutions in 140 countries. The Fulbright Scholars Program is sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs.

FACULTY PUBLICATIONS:

Health & Wellness

Aaron, D.J., Markovic, N., Danielson, M.E., Honnold, J.A., Janosky, J.E., & Schmidt, M.J. (2001). Behavioral Risk Factors for Disease and Preventive Health Practices among Lesbians. *American Journal of Public Health*, 92, 972-975.

Lagally, K.M., Robertson, R.J., Gallagher, K.I. & Goss, F.L. (2002). Perceived Exertion, Electromyography and Blood Lactate during Acute Bouts of Resistance Exercise. *Medical Science Sports Exercise*, 34 (3), 552-559.

Robertson, R.J. & Goss, F.L., et al. (2002). Self-Regulated Intermittent Cycling Using the Children's OMNI Scale of Perceived Exertion. *Medicine & Science in Sports Exercise*, 34 (7), 1168-1175.

NEW Faculty

This year, the School of Education is pleased to welcome four new tenure-line assistant professors and one full professor.

Deborah Land and **Eva Marie Shivers** are two new faculty members in the Applied Developmental Psychology Program in the Department of Psychology in Education (PIE). The addition of these two new faculty provides significant new strength in areas of child development that are critical to improving schooling. **Deborah Land** comes to us from the Center for Social Organization of Schools at Johns Hopkins University, where she was a research assistant. She graduated with a Bachelor of Arts in psychology from Yale University and a Master of Art and Doctor of Philosophy in developmental and community psychology from the University of Virginia. She received a Spencer Postdoctoral Fellowship for 2001-03. She has published in a variety of journals including *Child Development*, *School Psychology International*, *Developmental & Psychopathology*, and *Review of Educational Research*. Her research focuses on attachment during the adolescent period and issues related to peer teasing and bullying.

Eva Marie Shivers will join the faculty in January 2004. She received a law degree from Howard University School of Law and a Master of Art and Doctor of Philosophy in psychological studies in education from the University of California at Los Angeles. Her research focuses on effective child-care programs and low income children of color. She has published a paper

in *Early Childhood Research Quarterly* and presented papers at the Society for Research in Child Development and the International Conference on Infant Studies. Shivers was an invited speaker at the National Black Child Development Institute's 32nd Annual Conference and the Child Development Policy Institute Annual Conference.

In the Department of Instruction and Learning (DIL), **Kevin Kim** joins the faculty in research methodology, while **Sam Donovan** and **Michael Ford** join the science education faculty; **Jim Greeno** returns to Pitt. **Kevin Kim** completed his doctorate in measurement and psychometrics at the University of California at Los Angeles. His primary research is on structural equation modeling and multilevel modeling, and he has been a coauthor on articles on missing data and structural equation modeling. Kim is currently working with Peter M. Bentler on a new book chapter on structural equation modeling for the American Educational Research Association. His current interest is in developing new test statistics and methodologies for use by the educational research community. While at Pitt, he also hopes to pursue interests in Asian American mental health and academic achievements.

Samuel Donovan comes from Beloit College, where he was the director of the BEDROCK (Bioinformatics Education Dissemination: Reaching Out, Connecting, and Knitting-together) Project, a national dissemination project for undergraduate bioinformatics education funded by the National Science Foundation (NSF). He graduated with

a Bachelor of Science in biology from Virginia Polytechnic Institute and State University, a Master of Science in ecology and evolutionary biology from the University of Oregon, and a doctorate in science education from the University of Wisconsin. His most recent research focuses on using the nature of evolutionary inquiry as a guide for curriculum development. He has published research in *Bioscience-Journal of College Science Teaching* and *Review of Educational Research*. He was coauthor on a NSF award for almost \$1.5 million.

Michael Ford received a Bachelor of Science in Middle East political analysis from Georgetown University and a Master of Science and Doctor of Philosophy in educational psychology from the University of Wisconsin. He received the Arvil S. Barr Dissertation Fellowship and was a Wisconsin-Spencer Doctoral Research Program Fellow. His research draws on the history and philosophy of science to identify the practices through which scientists transform intuitive ideas into scientific knowledge. He then designs classroom instruction to immerse students within these practices and studies how these instructional designs support student understanding of scientific inquiry.

Jim Greeno will serve part time as a professor in the Department of Instruction and Learning and spend time in LRDC with secondary affiliations with psychology, philosophy, and probably intelligent systems. He is particularly interested in the preparation of mathematics teachers, which has been the area of his most recent teaching at Stanford University.





Gregory A. Morris

Courier's Men of Influence for 2003

The *New Pittsburgh Courier* named **Gregory A. Morris**, associate professor in the Department of Instruction and Learning, one of 50 Men of Influence. Evelynn Hawkins, Morris' good friend and colleague, nominated Morris, and readers of the newspaper elected him. In her letter of nomination, Hawkins indicated, "Dr. Morris teaches what I consider to be one of the most important and most difficult classes for future schoolteachers: reading and the promoting of literacy in young people. We are aware of the discrepancies in reading scores between White and Black students. Morris, through his innovative teaching programs at Pitt, is making inroads toward changing the traditional methods and concepts of presenting reading and literacy." (*New Pittsburgh Courier*, June 29, 2003)



FACULTY PUBLICATIONS:

Doctoral Students & Dissertations

Weidman, J.C., Twale, D.J. & Stein, E.L. (2001). Socialization of Graduate and Professional Students in Higher Education: A Perilous Passage? ASHE-ERIC Higher Education Report. San Francisco, CA: Jossey-Bass.

Fischer, B.A. & Zigmond, M. J. (2001). Promoting Responsible Conduct in Research through "Survival Skills" Workshop: Some Mentoring is Best Done in a Crowd. *Science and Engineering Ethics*, 7 (4), 563–587.

Porter, M. & Rapoport, L. (2001). Enhancing Students' Sensibilities of Membership, Connection, Responsibility, and Purpose. *Academic Exchange Quarterly*, 5 (2), 12–17.

Stein, M.K., & D'Amico, L. (2002). Inquiry at the Crossroads of Policy and Learning. *Teachers College Record*, 104 (7), 1313–1344.

Stein, M.K. & D'Amico, L. (In press). District as Professional Educator: Teacher Learning in District #2's Literacy Initiative. In M. Knapp & M. McLaughlin (Eds.) *School Districts and Instructional Renewal: Opening the Conversation*. New York, NY: Teacher College Press.

Tananis, C. (2002). Generating Grounded Theory for Educational Practice: The Journey of Three Epistemorphs. *International Journal of Qualitative Studies in Education*, in press.

Tananis, C. (2001) Southwest Pennsylvania Regional Benchmarking Report TIMSS 1999-Eighth Grade Mathematics and Science: Achievement for a Workforce Region in a National and International Context, Boston College, International Study Center.

Leadership & Higher Education

Donato, R. (2002). Building Knowledge, Building Leaders: Collaborating for Research and Change. In L. Wallinger (Ed.). *Teaching in Changing Times: The Courage to Lead*. Boston: MA, McGraw Hill, 89–119.

Porter, M. & Monard, K. (In press). Reciprocity: The Keystone of Sustainable Organizational Learning. UNESCO Working Paper Series.

Paulston, R. (1999). Mapping Comparative Education After Post-Modernity. *The Comparative Education Reader*, 43 (4), 438–468.

Paulston, R. (2000). Imagining Comparative Education: Past, Present, and Future. *The Comparative Education Reader*, 30 (3), 353–365.

Yeager, J.L., Nelson, G.M., Potter, E., Weidman, J.C., & Zullo, T.G. (2001). (Eds.) *Finance in Higher Education: An ASHE Reader*. Boston, MA: Pearson Custom Publishing.

Internet

McClure, M.W., Method, F., & Amodeo, M. (2001, July/August). Internet Learning in Unlikely Places: Supporting Education in Nations with Crisis. TechKnowLogia. www.techknowlogia.org.

Sekikawa, A., Aaron, D.J., Acosta, B., Sa, E.R., & LaPorte, R.E. (2001). Does the Perception of Downloading Speed Influence the Evaluation of Web-Based Lectures? *Public Health*, 115, 152–156.

SUSAN GILLIS KRUMAN CELEBRATES 25 Years Advising the Pitt Dance Ensemble

Susan Gillis Kruman celebrated 25 years as advisor to the Pitt Dance Ensemble this spring. The ensemble performs ballet, jazz, and modern dance choreography by students and guests and has been a part of the University since 1954. Gillis Kruman started her career in New York City, where she danced with Virginia Laidlaw Dance Theater and the Shoestring Dance Ensemble. She was a dancer with the Pittsburgh Dance Alloy and was its former director. For the past 27 years, Gillis Kruman has produced choreography at places such as the Pittsburgh Opera and the Kelly-Strayhorn Theater. Professionally she has been active with local, regional, and national arms of the American Alliance for Health, Physical Education, Recreation, and Dance.

This year, Gillis Kruman developed a new dance minor through the Department of Health, Physical, and Recreation Education. It joins the existing minors in wellness and coaching. The Academic Affairs Committee approved the



18-credit minor, and students can now apply for it.

The dance minor was created to support national and governmental initiatives on lifestyle and health. In addition, the popularity of dance in all forms is related to artistic endeavors and straddles the line between healthful activity and artistic expression. The demand for qualified individuals who can properly guide and train children and adult participants in dance is considered both critical and necessary to the

continued growth of dance at various skill levels.

The School of Education is providing these educational opportunities. The creation of a minor in dance attracts those students who wish to find positions within health, fitness, or artistic settings that service both the public and private sectors. It is the goal of the dance minor to allow women, minorities, or those without prior experience in dance education the opportunities to achieve their personal goals related to a health, fitness, or art.

FACULTY PUBLICATIONS:

International Education

Acedo, C. (2002). Teachers Accreditation and Accountability in the Philippines. In M.T. Tatto (Ed.), *Accountability Systems and Teacher Development Reform: A Comparative Analysis*. Routledge Falmer of Taylor & Francis.

Bickel, W.E., Nelson, C.A., & Millett, R. (2002, March/April). The Civic Mandate to Learn. *Foundation News and Commentary*, 42–47.

Porter, M. (2001). Ayni in the Global Village. *The Leading Michigan Journal of Community Service Learning*, 8 (1), 5–17.

Weidman, J.C. & Regsurengiin, B.E. (2002). Higher Education and the State in Mongolia: Dilemmas of Democratic Transition. In D.W. Chapman & A.E. Austin (Eds.), *Higher Education in the Developing World: Changing Contexts and Institutional Responses*. Westport, CT: Greenwood Press.

Weidman, J.C. & Regsurengiin, B.E. (2001). Mongolia. In R. Marlow-Ferguson & C. Lopez (Eds.) *World Education Encyclopedia*. Detroit, MI: Gale Group, 898–900.

Weidman, J.C. (2001, May). Developing the Mongolia Education Sector Strategy 2000–2005: Reflections of a Consultant for the Asian Development Bank. *Current Issues in Comparative Education (CICE)*. www.tc.columbia.edu/cice/content3_2.htm



SCHOOL OF EDUCATION ALUMNI Couple Distinguish Themselves Professionally

Carol and Phillip Cartwright are examples of the School of Education's talented and productive graduates. She began her career as a classroom teacher in North Allegheny Joint Schools, and he was a special education teacher at Evanston Township High School in Evanston, Ill. While faculty members at Pennsylvania State University, the Cartwrights had three children. One child graduated from the University of Pennsylvania, another from the University of California at Davis, and the third from Kent State University.

Carol Cartwright (MEd '65, PhD '68) graduated with an MEd in special education and rehabilitation and a doctorate in special education and rehabilitation and research. In 1991, following a career of innovative teaching, original research, and national leadership, Cartwright became Kent State University's 10th president. She was the first woman president of a state university in Ohio. Her prior positions included vice chancellor for academic affairs at the University of California at Davis and dean for undergraduate programs and vice provost at Pennsylvania State University. In her current position, Cartwright oversees one of the nation's largest university systems—with eight campuses serving nearly 36,000 students throughout Ohio, the nation, and nearly 90 countries—and an annual budget of more than \$400 million.

Under Cartwright's leadership, student success is Kent State's top priority. A variety of successful partnerships have been developed with businesses,



Carol and Phillip Cartwright

schools, and other universities which has elevated the status of teaching and public service.

In addition to serving the university, Cartwright serves the community in numerous organizations that include a focus on regional development and education. Nationally, she chairs or is a member of a number of educational boards including the American Association for Higher Education, the American Council on Education, the National Association of State Universities and Land-Grant Colleges, the National Collegiate Athletic Association, First Ladies' Library, America Reads, America Counts, the Woodrow Wilson International Center for Scholars, and, most recently, the National Council for Accreditation of Teacher Education.

Cartwright has received numerous awards. She was inducted into the Ohio

Women's Hall of Fame in her first year of eligibility. In addition to receiving the School of Education's Distinguished Alumni Award, she has been given similar awards from the University of Wisconsin at Whitewater, the Clairol Mentor Award in Education, and the YWCA Greater Cleveland Women of Achievement Award.

G. Phillip Cartwright (PhD '67) earned a doctorate in special education and rehabilitation and research. To help pay the bills as a graduate student, Cartwright played in traditional jazz bands. His career has focused on academic applications and management of information technology in higher education. He has distinguished himself as an educational researcher, university professor, consultant for business and education, university administrator, and author of numerous textbooks and publications.

A prolific writer throughout his life, Cartwright spent the early part of his career as a research fellow in England in the Departments of Psychology at the University of London and at Plymouth Polytechnic in Devon, England. Since the early days, Cartwright has authored numerous refereed journal articles, chapters to books, and textbooks. His four textbooks have been related to special education. From 1993 to 2000, he was a contributing editor to *Change* and wrote a technology column. *Change* is an award-winning opinion magazine dealing with contemporary issues of higher learning and is under the editorial leadership of the American Association for Higher Education.

He was also associate editor of *Teaching Exceptional Children*.

Cartwright is also recognized as an administrator. His administrative duties have included directorships of the following: Instructional Technology Laboratory, UC-Davis; Penn State University Office of Microcomputing Applications; and Division of Special Education in the College of Education at Penn State. Most recently, he was associate dean and chief information officer at Northeast Ohio University College of Medicine in Rootstown.

Cartwright has also applied his academic knowledge to business and technology. Further, he has testified

before the U.S. Senate on issues related to the education of the handicapped act. He was named to American Men and Women of Science, Who's Who in the East, and Leaders in Education.

Cartwright continues to play in jazz bands in Cleveland. Integrating his love of music and his computer knowledge, he organized a computer database of music.

The Council for Exceptional Children named both Carol and Phillip Cartwright "pioneers" in the field of special education. Clearly this couple has distinguished themselves, and we are proud to recognize them as graduates of the University of Pittsburgh.

KARL C.H. OERMANN AND KENNETH F. METZ Endowed Scholarship

Kenneth F. Metz, dean emeritus of the School of Education, and Karl C.H. Oermann were friends and colleagues for many years. Both were faculty in the Department of Health, Physical, and Recreation Education, and both served as chair of that department. In fact, Oermann hired Metz and served as his mentor. When Oermann retired in 1983, Metz established the Karl C.H. Oermann Scholarship Fund with contributions from faculty and students. This was in line with Oermann's desire to continue to touch and aid students as he had throughout his 45-year career. This was

also the dream of Metz, and recently, he and his wife Barbara made a generous gift to that fund, which has now been renamed the Karl C.H. Oermann and Kenneth F. Metz Endowed Scholarship.

Dean Alan M. Lesgold presented the Metzses with an inscribed crystal vase in appreciation of their generosity. When presenting the vase, Lesgold noted, "We are so grateful for your many years of commitment to the



School of Education and for your gift to this scholarship fund, which is yet another example of your heartfelt dedication to the school. The school is reaping today the fruits of your years of dedication, hard work, and generosity."



Notes and Updates

Alexis L. Jones, MAT, is a fifth-grade teacher at Sligo Creek Elementary School in Montgomery County Public Schools in Silver Spring, Md.

Consuelo R. Wilson-Pettigrew, MEd, works with the National Honor Society and the eleventh grade Alpha Scholars in her position as a guidance counselor in Prince George's County, Md.

Judith Lukaszuk, PhD, is an assistant professor and director of the Nutrition and Didactic Program at Northern Illinois University.

Tom Staszewski, EdD, has been named vice president of the Ohio Valley Region for Performance Learning Systems Inc., a comprehensive educational services company. He is based in the Erie, Pa., office and provides professional development training for the Western Pennsylvania, Ohio, and West Virginia region.

Brenda Siok-Hoon Tay Lim, PhD, has been promoted to assistant director of the National Assessment of Educational Progress project at the Center for Large Scale Assessment, Educational Testing Service, Princeton, N.J.

Der-hsin Fan, PhD, has been promoted to dean of student affairs and named director of the Counseling Center for Tzu Chi University, Hualien City, Taiwan.

Gae Anderson-Miller (formerly Golembiewski), PhD, is professor at Norfolk State University. She has received a NASA grant for \$575,000 to improve teacher preparation in science education.

Susan D. Heide, PhD, is associate professor of education and director of field experiences at the University of Wisconsin-Superior. Recently, she spent a sabbatical teaching English in a secondary school in Kosice, Slovakia.

Gregory V. Hall, EdD, has served as president of Warner Southern College in Lake Wales, Fla., since 1991. His son, Trevor, entered the exercise physiology program at the School of Education in fall 2003.

Mohamad Ali, MA, has been appointed director of the Research Institute at Indonesia University of Education, Bandung, Indonesia. He recently attended the International Conference on School Effectiveness and Improvement in Sydney, Australia, and the Southeast Asian Higher Education Conference in Bangkok, Thailand.

Margaret Burley, MEd, was inducted into the Teacher Excellence Foundation's 2003 Hall of Fame at the Celebration of Teaching dinner held May 7, 2003. Being honored for her outstanding work as an educator is nothing new to Burley. In 1995 she was named a Thanks to Teachers Honoree.

Ellen Glickman, PhD, has been promoted to full professor at Kent State University in Kent, Ohio, where she is also coordinator of the exercise science

program. In addition, she has been appointed to the editorial board and the Board of Directors for the Wilderness Medical Society.

Nancy E. Kukulinsky, PhD, recently joined the University of Kentucky Chandler Medical Center, where she serves as director of the administrative services core of the General Clinical Research Center. She also holds a faculty appointment in the Department of Internal Medicine. Previously, Kukulinsky served at the University of Pittsburgh as executive director of the Pathology Education and Research Foundation.

Bernard E. Beidel, MEd, who has directed the Office of Employee Assistance at the U.S. House of Representatives since 1991, was named the 2002 EAPA Member of the Year by the international Employee Assistance Professionals Association (EAPA) at its annual conference in Boston in October 2002. He was recognized for his leadership throughout his 25+-year career. Specifically noted were his tireless efforts on behalf of U.S. congress members and their staffs following September 11 and the subsequent House evacuations due to the anthrax threats in fall 2001.

Carol Coles Henry, BS, has been promoted to director of the Equal Opportunity Department by the City of Phoenix. She had served as acting director since March 2001. Coles Henry manages staffing to the Mayor's Commission on Disability Issues, the Phoenix Women's Commission, and the Phoenix Commission on Human Relations. She is president of the Central

Arizona Chapter of the National Forum for Black Public Administrators, a member of the Arizona Supreme Court Commission on Minorities, and a graduate of the National Forum for Black Public Administrators Executive Leadership Institute. Also, Coles Henry was recognized at the third annual 100 Black Men of Phoenix Inc. African American Achievement Awards dinner for her exemplary achievement and leadership in the Phoenix community.

Grady Roberts Jr., PhD, associate dean for admissions and student affairs at the University of Pittsburgh School of Social Work, retired June 1, 2003, after 35 years of service to the University. Roberts is also a retired full colonel of the U.S. Army's Medical Service Corps.

John A. Sefko, BA, has joined Altana Pharma as area manager for central Pennsylvania. Sefko was formerly national business director for Ventiv-Novartis and national sales manager for Syncom Pharmaceuticals.

Gail Maggs Markferding, BS, has retired from North Star School District in Somerset County, Pa., where she had been the principal of North Star Central and North Star West Elementary Schools since 1996. Prior to that, she served as the district's federal program coordinator and reading specialist for 23 years. Markferding began her career as a classroom teacher in the Greater Johnstown School District and moved to become an elementary teacher in the Prince George's County Public School System. She is proud to write that both her son and her daughter also are University of Pittsburgh alumni.

Deborah Thiagarajan, MEd, lives with her husband, K.M. Thiagarajan, in India, where she is head of the Madras Craft Foundation. The foundation is a nonprofit society for the preservation and promotion of the craft, architecture, and folk performing arts of the four southern states of India. She has continued her interest in education by providing thousands of school children with an enriching experience through the activities of the foundation.

Thomas M. Heniff, BS, retired in 2000 after teaching high school for 34 years. In 2001, he was named Man of the Year by the Illinois Wrestling Coaches and Officials Association (IWCOA). In 2002, IWCOA presented Heniff with its Lifetime Achievement Award for Wrestling. Also in 2002, he was inducted into the National Wrestling Hall of Fame, Illinois Chapter, for his lifetime service to wrestling.

Marcia Remaley, BA, retired from Greensburg Salem High School, where she taught public speaking. She now resides in the Redstone Highlands retirement center, where she volunteers by reading to the blind and working in the flower gardens. She also serves as president of the Resident Council.

Sandra Chass Morris, BSEd, is a gifted resource enrichment specialist and reading specialist for Jefferson Public Schools in Louisiana. She recently was honored by two professional education organizations: She received the Excellence in Leadership Award from the

Association for Gifted and Talented Students of Louisiana, and she was recognized as the Education Foundation's Named Grant Honoree by the American Association of University Women.

William Aber, MEd, retired from the Presbyterian ministry in 1994 and resides in Albuquerque, N.M. Aber is an active tour guide of Albuquerque's Old Town and a docent at the Rio Grande Zoo. He recently became a member of the Travelers' Century Club, a club for persons who have traveled to 100 or more countries.

Reverend Professor Richard R. Gay, MEd, celebrated 62 years in the ministry and higher education in March 2003. He has served churches and universities in Pennsylvania, Ohio, and Alaska, including: University of Pittsburgh, Ohio Wesleyan University, University of Alaska, and Pacific University.

John P. McIntyre, MA, formerly consulted as an economic education specialist in several large city school systems in the United States. After settling in Florida, he served as curriculum specialist in Florida's Department of Education and director of learning resources in Dade County, Fla. Now retired, McIntyre spends his time reading and writing his memoirs for his family. He also volunteers in the Tallahassee library system and enjoys church and senior center activities.



American College of Sports Medicine Endorses Undergraduate Movement Science Program

The Bachelor of Science in movement science major has received the American College of Sports Medicine's (ACSM) endorsement as part of the ACSM University Connection Endorsement Program. Betsy Nagle, the undergraduate program coordinator, prepared the documents for approval. She believes that this endorsement, in addition to the bachelor's degree and a strong internship experience, helps students to be more competitive in the job market and when seeking admission into graduate school.

The movement science curriculum covers the knowledge, skills, and abilities that are expected of an ACSM health and fitness instructor. It also prepares students to take the ACSM Health/Fitness Instructor Sports Medicine certification exam. In addition, the curriculum meets or exceeds the recommendations for undergraduate preparation by the National Strength and Conditioning Association to prepare students to take the Certified Strength and Conditioning Specialists exam. This program prepares students for entry-level positions in health-fitness programs within business or industry or in clinical exercise settings that provide health-fitness services to members of special populations. Students are also provided a foundation for advanced study in the discipline of human performance, for development of research skills, and for future graduate study in an advanced exercise science/pre-allied health program.

FACULTY PUBLICATIONS: Evaluation

Bickel, W. E., Millett, R. & Nelson, C.A. (2002, February). Challenges to the Role of Evaluation in Supporting Organizational Learning in Foundations. (www.foundationnews.org/webextra/learningweb.htm) Washington, DC: Council of Foundations.

Lane, S. (2002). Strategies for Examining the Consequences of Assessment and Accountability Programs. *Educational Measurement: Issues and Practice*, 23–30.

Stone, C.A. & Lane, S. (2003) Consequences of a State Accountability Program: Examining Relationships between School Performance Gains and Teacher, Student, and School Variables. *Applied Measurement in Education*, 16 (1), 1–26.

Lane, S., & Stone, C.A. (2002). Strategies for Examining the Consequences of Assessment and Accountability Programs. *Educational Measurement: Issues and Practice*, 21 (1), 23–30.

Nelson, C.A., Post, J., & Bickel, W.E. (2003). Evaluating the Institutionalization of Technology in Schools and Classrooms: A Two-Part Framework for Assessing the Institutionalization of Technology in Schools and Classrooms. In *The International Handbook of Evaluation*. (Eds., T. Kellaghan, D. Stufflebeam, L. Wingate), Boston, MA: Kluwer Press, 843–870.

Petrosky, A. & Delandshere, G. (2001). In a Contact Zone: Incongruities in the Assessment of Complex Performances of English Teaching Designed for the National Board of Professional Teaching Standards. In C. Dudley-Marling & Edelsky (Eds.). *Progressive Language Practices*. Urbana, IL: National Council of Teachers of English.

Teaching Math

Ansel, E. & Pagliaro, P. (2001). Effects of a Signed Translation on the Types of Difficulty of Arithmetic Story Problems. *Focus on Learning Problems in Mathematics*, 23 (2&3), 41–69.

Forman, E.A. & Ansel, E. (2001). The Multiple Voices of a Mathematics Classroom Community. *Educational Studies in Mathematics*, 46 (1-3), 115–142.

Forman, E.A. & Ansell, E. (2002). Orchestrating the Multiple Voices and Inscriptions of a Mathematics Classroom. *The Journal of the Learning Sciences*, 1 (2&3), 251–274.

Kelly, R. R., Lang, H.G., & Pagliaro, C.M. (2003). Mathematics Word Problem Solving for Deaf Students: A Survey of Perceptions and Practices. *Journal of Deaf Studies and Deaf Education*, 8, 104–119.

Kritzer, K. & Pagiaro, C.M. (2003). Math According to Mooch. *Teaching Children Mathematics*, 9 (9), 503–513.

Pagliaro, C. M. & Ansell, E. (2002). Story Problems in the Deaf Education Classroom: Frequency and Mode of Presentation. *Journal of Deaf Studies and Deaf Education*, 7 (2), 107–119.

Stein, M.K., Boaler, J., & Silver, E.A. (In press). In H. Schoen & R. Charles (Eds.) *Teaching Mathematics through Problem Solving: Research Perspectives*. Reston, VA: National Council of Teachers of Mathematics.

Stein, M.K. (2001). Mathematical Argumentation: Putting Umph into Classroom Discussions. *Mathematics Teaching in the Middle School*, 7 (2), 110–112.

JEAN E. WINSAND TRI-STATE Lectureship Series Established

On April 24, 2003, Orville Winsand was recognized for establishing the Dr. Jean E. Winsand Tri-State Lectureship Series in Education at the second Jean E. Winsand International Institute for Women in School Leadership. Orville Winsand created this series to honor the memory of his wife, Jean, who passed away in November 2001.

Jean Winsand held a joint appointment as associate professor in the Department of Instruction and Learning and the Department of Administrative and Policy Studies.

With the creation of the lectureship series, the institute is better positioned to sponsor a distinguished speaker each year, and the international scope of the institute provides it with a broader range of speakers. The distinguished speaker this year was June Rivers, assistant manager of Value-Added Assessment and Research, who is an innovator in school reform efforts.

The lectureship series, the institute, and the Distinguished Woman in Education Award stand as living tributes to Winsand, a woman of tremendous commitment who realized her vision of providing women a voice and a presence in school leadership roles.

Orville Winsand is also an educator and a sculptor. For 18 years he was the head of the art department at Carnegie Mellon University, where he taught art history. In addition, he has visited the art departments at 101 university campuses as a consultant or as a member of various accreditation teams. He currently teaches art history at the Academy for Lifelong Learning, a continuing education program offered at Carnegie Mellon.



If you would like to enhance the Dr. Jean E. Winsand Tri-State Lectureship Series in Education with a gift in honor and memory of Jean Winsand, or if you would like to make a gift to the School of Education, please contact:

University of Pittsburgh
School of Education
Director of Development
Kathy Jo McElwain
Wesley W. Posvar Hall
230 South Bouquet Street
Pittsburgh, PA 15260
Phone: 412-648-1789
Fax: 412-648-1825
E-mail: kjmccl@pitt.edu

PROFESSIONAL YEAR TEACHER EDUCATION STUDENTS RECOGNIZED

Teacher education students who completed the Professional Year program were recognized in a special ceremony in Alumni Hall on April 26, 2003. Gregory A. Morris, clinical associate professor (DIL), welcomed the crowd of 200 to the ceremony. As friends and families looked on, the students were presented for recognition by George Zimmerman, chair of DIL. Dean Alan Lesgold commended the students for their accomplishments and for their commitment “to a top national and regional priority—educating everyone in our society so that all will have a chance to participate” in a changing world. Elaine Meisner of the Executive Alumni Committee provided closing remarks, and everyone at the event celebrated at a reception immediately following the ceremony.



USING YOUR RETIREMENT ASSETS IN Your Estate Plan

Qualified Retirement Plans (QRPs) and Individual Retirement Accounts (IRAs) hold a tremendous amount of the wealth that is expected to pass from one generation to the next in the coming decades. Even workers with modest incomes have, in many cases, accumulated substantial funds in their retirement accounts, often more than \$1 million.

One concern for many retirees is the estate tax and the effect it will have on their heirs. Under the current tax plan, the estate tax is gradually being phased out through an increase in the exemption. In 2010 it will be repealed, but it will return in 2011 at 50 percent on anything more than \$1 million. Under the current structure of the estate tax and income tax, more wealth can sometimes be passed to heirs by placing IRA assets into a charitable remainder trust (at death) than by leaving it to heirs outright. But remember, **each individual case is different**. Before making any major decisions concerning your retirement assets, you should consult with a legal and/or financial advisor.

In addition to the phase out of the estate tax, new income tax rates are in effect for 2003–2010 (See Chart A). Since most people expect to be in a lower bracket following retirement, your current tax bracket and anticipated post retirement bracket should be considerations when planning any use of retirement assets.

Income Tax Rates (Chart A)				
(effective 2003–2010)	25%	28%	33%	35%

Charitable Gift Annuities

For retirees who are not happy with the return they are receiving from certificates of deposit (CDs) or stock dividends, there is a giving method that provides a guaranteed fixed rate of income for life: the charitable gift annuity (CGA).

Example:

Cathy E., a retired educator who is 70 years old, transfers \$10,000 from a CD into a CGA with Pitt. She will receive a charitable contribution income tax deduction of \$3,593.80. Her annual income will be \$650 (6.5 percent). The tax-free portion will be \$403, and ordinary income will be \$247. After 15.9 years, the entire annuity becomes ordinary income.

- The older the donors, the higher the rate of income for which they qualify.
- CGAs can be funded with cash, securities, or mutual funds.
- Rates increase to 11.3 percent for donors 90 and older.

Charitable Remainder Trusts

Charitable Remainder Trusts (CRTs) also provide an annual income for one or more beneficiaries as well as a substantial income tax deduction. And if funded with appreciated securities, the donor avoids all capital gains tax.

Deferred Charitable Gift Annuities

Another often-overlooked planning tool is the Deferred Gift Annuity (DGA). If a donor were to contribute \$10,000 or more in cash or appreciated securities, the donor would earn a tax deduction now and start receiving an annual income at a future date (e.g., after age 65).

Charitable Lead Trusts

A Charitable Lead Trust (CLT) allows donors to make a substantial gift while ensuring that heirs will resume control of the principal at a future date.

Example:

Sean M. transfers \$200,000 in cash to Pitt to establish a 7 percent CLT. For a term of 20 years, Pitt will receive 7 percent of the trust's initial value, after which the principal will revert to Sean or his heirs. CLTs are often used as a method to reduce estate taxes.

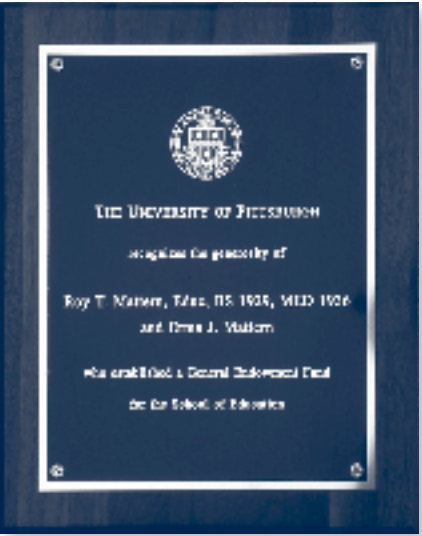
For a specific example of how a life income gift can benefit you or a loved one, go to www.pitt.edu, then click Giving to Pitt, then Planned Giving, then GiftCalcs from the pull-down menu. To discuss how one of these giving methods can benefit you, please contact Kathy Jo McElwain at the School of Education. All inquiries are kept strictly confidential, and there is no obligation. (Please see page 25 inset for contact information.)

2003 GRADUATION

On April 27, 2003, faculty and staff joined with the families and friends of the 2003 School of Education graduates to celebrated the academic achievements of the 2003 graduates. Dean Lesgold praised the graduates for their investment of time, energy, and money to be “among the best prepared teachers, school leaders, scholars, caregivers, and coaches in our country.”

Bobbie Gaunt, a graduate of the former business and education program (EDUC '72) and retired president and CEO of Ford Motor Co. of Canada, was the featured speaker. She, too, emphasized the importance of education in our world today and the critical role that educators play.

As the ceremony concluded, Lesgold unveiled a plaque and dedicated it to the memory of Roy T. Mattern (EDUC '29, MED '36) and his wife, Erma Mattern, in honor of their generous bequest establishing a General Endowment Fund for the School of Education. In recognition of the donation, the plaque will be permanently displayed in the dean's office of the School of Education.



FACULTY PUBLICATIONS:

Social Studies

Berman, D.M. (2001). The Heroes of Treca Gimnazija: A War School in Sarajevo, 1992–1995. Boulder, CO: Rowman and Littlefield Publishers.

Walker, T. & White, C. (2001). Technorealism: The Rhetoric and Reality of Technology in Teacher Education. *Journal of Technology and Teacher Education*, 10 (1), 61–72.

Walker, T. & White, C. (2002). Struggling for Voice: Critical Democratic and Citizenship Education for Social Efficacy. In C. White, et al., (Eds.). *True Confessions: Social Efficacy, Popular Culture and the Struggle in Schools*. Cresskill, NJ: Hampton Press, 21–40.

Walker, T. & White, C. (2002). Saving Grace? Technology, Popular Culture, and Social Efficacy. In C. White, et al.(Eds). *True Confessions: Social Efficacy, Popular Culture and the Struggle in Schools*. Cresskill, NJ: Hampton Press, 57–66.

Learning

Crowley, K., Callanan, M.A., Tenenbaum, H.R., & Allen, E. (2001). Parents Explain More Often to Boys than to Girls during Shared Scientific Thinking. *Psychological Science*, 12 (3), 258–261.

Crowley, K., Callanan, M.A., Jipson, J., Galco, J., Topping, K., & Shrager, J. (2001). Shared Scientific Thinking in Everyday Parent-Child Activity. *Science Education*, 85 (6), 712–732.

Leinhardt, G. & Crowley, K. (2002). Objects of Learning, Objects of Talk: Changing Minds in Museums. In S. Paris (Ed.). *Multiple Perspectives on Children's Object-Centered Learning*. Mahwah, NJ: Lawrence Erlbaum Associates.

Zigmond, N. (2001). Special Education at a Crossroads. *Preventing School Failure*, 45, 70–74.

Leinhardt, G. & McQuaide, J.M. (2003, Spring). Finding and Building the Joinable Society. *Journal of Educational Computing Research*, 29 (2), 163–188.



Council of Graduate Students in Education (CGSE) News

Annual CGSE Academic Research Conference

The annual CGSE Academic Research Conference, Living Ideas: The Role of Research in a Changing Education Context, was held March 25–26, 2003. The purpose of the conference was to shed new light on the role of research in a shifting socioeconomic and political context, and to enable established and emerging scholars to share views.

Approximately 50 students from across the School of Education and the School of Nursing presented papers, made poster presentations, and participated on academic panels.

The keynote panel was a highlight of the conference. Faculty from all four departments—Richard Donato (DIL), Elizabeth Nagle (HPRED), David Post (APS), and Joan Vondra (PIE)—addressed why they are interested in their chosen area of research and what they believe the future of research is in that area. Dean Alan Lesgold chaired the panel, and a reception followed.

Multicultural Festival

The Third Annual Multicultural Festival sponsored by CGSE was held on February 18, 2003, in the Assembly Room of the William Pitt Union. The festival was a showcase of cultural diversity that gave student groups the opportunity to educate the community about their culture while raising funds through sales of food and other items of cultural significance. Approximately 500 Pitt students and community members were treated to 25 cultural

exhibits, more than a dozen song and dance acts representing 12 cultures, and a fashion show that featured the traditional clothing of the various cultures.

Brown Bag Sessions

CGSE sponsored two Brown Bag Sessions during the 2003 spring term. Brown Bag Sessions are informal sessions for students in the School of Education that deal with some aspect of academic or professional development.

At the first session, held February 27, 2003, Beth Fischer from the Survival Skills and Ethics Program presented “How to Make an Effective Academic Presentation.” The session described different types of academic presentations and offered techniques for making effective conference presentations. The session was geared toward students who were making presentations for the first time at the CGSE Academic Research Conference in March.

A second session, “A Dialogue with RAND Educational Researchers,” was held April 8, 2003. It was designed to inform doctoral students about educational research opportunities at RAND and to discuss possible future collaborations between RAND and CGSE. Educational researchers from RAND’s Pittsburgh office—Brian Gill, social scientist, and Ron Zimmer, economist—discussed the history of RAND, current education research projects at the Pittsburgh office, and possible research opportunities for doctoral students. The students were encouraged to submit a current résumé to RAND for future consideration for part-time research work.

CGSE Awards

Simona Popa, CGSE 2002–03 president, presented several awards to School of Education faculty and staff at the School Council Spring Assembly. Rollanda O’Connor, associate professor (DIL), and David Post, associate professor (APS), were honored with the Extra Mile Award. Additionally, several faculty and staff were awarded CGSE Excellence Awards. They included Dee Gallagher, budget administrator, Office of the Dean; Maureen McClure, associate professor (APS); Mark Ginsburg, professor (APS); the School of Education Technology Department; and Cynthia Coburn, associate professor (APS).

Our New Look

As a part of the renovations of Posvar Hall, the CGSE student lounge in 5D10 has a bright new look—new paint, new furniture, and new carpeting. Please come by—visit the lounge and enjoy the new surroundings!

2003–04 CGSE OFFICERS

CGSE announces its new officers:

President
Brian Yoder

Vice President
Esteban Anzoise

Secretary
Ali Said Ali Ibrahim

Business Manager
Mika Yamashita

TIFFANY HUFF: Gates Millennium Scholar

On January 21, 2003, Tiffany Huff was one of seven local students featured on the United Negro College Fund’s *An Evening of Stars* telethon. Huff, now a graduate student in the School of Education, was being highlighted as a recipient of a Gates Millennium Scholarship.

Huff is the youngest of three and the first in her family to go to college. Her family was afflicted by many of the social ills that fill the headlines today. Rather than being demoralized or overwhelmed by this environment, Huff was motivated to get good grades. She graduated from Oliver High School in 1998 with a 3.7 grade point average and then entered a bachelor’s degree program at Carlow College. In her second year, she won the Gates scholarship.

After earning her bachelor’s degrees from Carlow, Huff was accepted into the master’s degree program in the Department of Administrative and Policy Studies at the University of Pittsburgh. She attributes the motivation to enter graduate school to the Gates scholarship.

“It will take me all the way to a PhD. I had never even considered a PhD beforehand.”

Huff’s ultimate goal is to earn a doctoral degree and to secure a position as a department head in development or career services at a small liberal arts college or university.

Bill Gates, the head of Microsoft Corp., and his wife, Melinda, established the Gates Millennium Scholarship in 1999 for minority students majoring in any area of study. It provides funds for undergraduate costs not covered by federal and other financial aid awards. Graduate students studying math, science, library science, engineering, or education are also eligible for this scholarship.

Doctoral Association of Educators Disband

The officers of the Doctoral Association of Educators announced that the group will disband. An annual award benefiting qualified students in the School of Education will be established with funds remaining in the treasury. Members of the Doctoral Association are encouraged to continue their involvement with the School of Education through participation in on-going alumni endeavors.

DOCTORAL FELLOWSHIPS 2003–04

The Doctoral Fellowships Award Committee has made nine awards for the 2003–04 academic year. Awards were made to the following students:

Alumni Doctoral Fellowship

Michele Cheyne
Rebecca Clothey
Simona Popa
Geok-hwa Kee
Tingho Huang

Jean M. Slack Doctoral Fellowship

Gabriela Silvestre

Radvansky Doctoral Fellowship

Minjung Kim

Masoner Fellowship

Brian Yoder

Weinberger Fellowship

Annamore Matambanadzo

FACULTY PUBLICATIONS:

Reform

Acedo, C. (2002). Case Studies in Secondary Education Reform. Improving Educational Quality Project/USAID, American Institutes for Research.

Porter, M. The Kentucky Education Reform Act. In *The Encyclopedia of Appalachia*, In press.



IN Memoriam

Legendary *Pittsburgh Courier* reporter and graduate of the School of Education ('34) **Frank E. Bolden** died August 28, 2003, at age 90. Mr. Bolden traveled the world meeting and writing about important people and events yet also capturing the flavor of local people and events.

One of the first two black war correspondents during World War II, he wanted to tell the stories of the valiant and dedicated black soldier. He met with Mahatma Gandhi and Jawaharlal Nehru.

Mr. Bolden worked at *The New York Times* and NBC-radio before joining the *Huntley-Brinkley Report*. Upon his return to Pittsburgh he became assistant director of information and community relations for the Pittsburgh Board of Education under Superintendent Sidney Marland.

As a reporter for the *Courier* he covered Billy Eckstine, Sarah Vaughn, Count Basie, and other music greats. He also wrote stories about prominent athletes including Satchel Paige of the Pittsburgh Crawfords baseball team and John Gibson of the Homestead Grays.

Bolden served on the African American Advisory Committee of the Historical Society of Western Pennsylvania. He was honored for his volunteer work with Cerebral Palsy Institute, Family Services of Western Pennsylvania, and the Early Learning Institute (a nonprofit agency serving children with special needs).

His awards included the George Polk Award, a Lifetime Achievement Golden Quill Award, a Lifetime Achievement Award of the Pittsburgh Black Media

Federation, and the 2003 Legacy Award of the National Association of Black Journalists. In 1998, he was named a Distinguished Alumni Fellow by the University of Pittsburgh.

Lee Patouillet, executive director and associate vice chancellor of alumni relations, stated that, "Frank was a dear friend, active alumni association leader, and true icon in many ways. He will be sorely missed." The Frank Bolden Pitt Alumni Association Endowed Book Fund has been established, in his memory.

Alan Lesgold, dean of the School of Education, described Mr. Bolden as “an inspiration to me, my children, and virtually everyone he met. He was courageous and a man of character. Many Pitt students succeeded because he inspired them with his colorful, tough love. I am proud to have known Frank. He was truly a credit to Pitt.”

Mable T. Hawkins, a 1979 doctoral graduate of the Department of Administration and Policy Studies, passed away in June 2003. Dr. Hawkins, who was an associate professor emerita at the University of Pittsburgh School of Social Work, started her career by developing a program for graduate students. It taught them to tutor junior high and high school students, who in turn tutored younger children in the Hill District and Homewood-Brushton. Her sons intend to rename the Alexander A. Hawkins Scholarship Fund at the School of Social Work to include her name.

Willard W. Korth, associate professor emeritus (DIL), passed away on December 12, 2002. Dr. Korth was a faculty member in the School of Education for 30 years teaching elementary science education. During the course of his career, Dr. Korth also served in various administrative posts in the school, including chair of the Early Childhood, Elementary, and Middle School Unit, which ultimately became a part of DIL. Although Dr. Korth was a man of few words, he was known as a man with a big heart—especially where students were concerned.

A veteran of World War II who served in the U.S. Navy, service was a way of life for Dr. Korth. He was very active in the Perry Highway Lutheran Church, where he taught adult Sunday school for 30 years and served on the archives committee at the Lutheran Synod. Dr. Korth was an avid gardener and provided gardening services both at home and at his church.

He was also actively involved in and enjoyed community theater work, appearing in several productions including *Fiddler on the Roof*.

ATTENTION EDUCATORS: ACT 48

If you have taken college courses for credit at the University of Pittsburgh campus in Oakland since January 2000, you can submit these credits for Act 48 credit by visiting www.education.pitt.edu/act48. You may also contact 412-648-2283.

IN MEMORIAM ...

Robert Hayden Aldstadt, '75
Margaret M. Ambler, '61
Glenda Fitch Anderson, '40
Estelle Marie Baker, '48
Earnest G. Baxa, '49
Vivien Roberts Bell, '38
Marian Adele Bork, '34
Robert F. Bowers, '74
Mary Jane Braley, '40
David E. Cooper, '46
Margaret Livingstone Cover, '37
Mitzi Cunningham, '75
Jean Davis, '71
Edythe Minetti Demestichas, '38
Jane H. Derocher, '41
Marjorie Elizabeth Dorrian, '62
Janet Gillott Eastman, '70
Ardell Lee Feeley, '50
Johanna Hauptman Fields, '81
Mary Margaret Flanagan, '48

Edmund Henri Gaillot, '74
Janet Dunlop Gass, '36
Martin Golberg, '55
Ernest A. Goodman, '55
Beulah Mae Gunnet, '35
Frances W. Hackett, '33
Levin B. Hanigan, '40
Maria Mondale Hansen, '85
Beatrice E. Horewitz, '29
Donald Paul Japczynski, '73
Leona K. Kennedy, '53
Boyd E. Kimberling, '47
Janice M. Kirkpatrick, '78
David Karl Lapato, '69
Grace L. Lauer, '50
James Allen Little, '67
Stephen D. Mackinaw, '30
Floyd D. Magness, '54
Ray L. McCauley, '57
Johanna Krauss Mendenhall, '34

Jacqueline Morris Minde, '48
Irene I. Mudrak, '53
Ruth Deweese Neiman, '48
David Leroy Nohling, '73
Thor O. Olson, '47
Theodora P. Pournaras, '38
Grace A. Richards, '42
Dorothy Segelhorst Richardson, '43
Michael Rudnac, '75
Ryan Crosby Sage, '39
Jane Deforest Scudder, '32
Daniel Small, '67
Eleanor Cowell Susko, '65
Cynthia Ruth Van Horne, '88
Newana Faye Vannucci, '36
Ronald W. Weinstein, '56
William Robert West, '63
Josephine Wohar, '56
John C. Zimmerman, '48

WHAT'S HAPPENING WITH YOU?

Here's some information about me (position, graduate work, volunteer work, continuing education, publication, memberships, etc.) for the newsletter.

	Name
	Address
	E-mail address
	Position(s)
	Degree
	Year graduated
	Phone (Home)
	Phone (Work)

Please complete and return to:
 University of Pittsburgh, School of Education, 5N28 Wesley W. Posvar Hall, Pittsburgh, PA 15260
 Phone: 412-648-7783 Fax: 412-648-1875 E-mail: judyd@pitt.edu

The helmsman
of the School of Education
is finding
new ventures for the future.



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