

UNIVERSITY OF PITTSBURGH SCHOOL OF EDUCATION

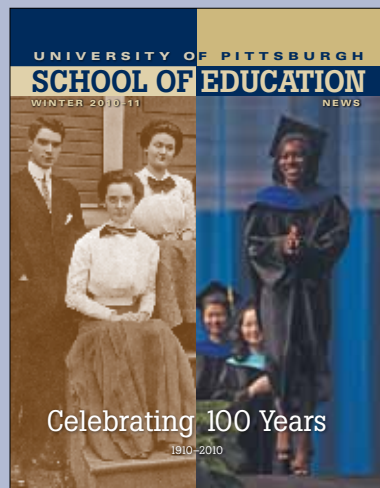
WINTER 2010-11

NEWS



Celebrating 100 Years

1910-2010



On the cover: At left are members of the first graduating class of the School of Education in 1911. At right is graduate Chantee McBride, who earned her PhD and Master of Arts in Teaching degrees from the school in 2010 and 2001, respectively. In background are, at left, Ting-Ho Huang (MA '04, PhD '09) and, at right, Xiaowen Zhu (PhD '09).

Photos from University of Pittsburgh Archives Service Center and CIDDE.

Table of Contents

Features.....	4
School News.....	16
Faculty and Staff News.....	24
Alumni News.....	32
In Memoriam.....	35

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From the Dean

Beginning Another Century



Alan Lesgold

When your University of Pittsburgh School of Education first opened, it faced an exciting period. The industrial expansion that would make Pittsburgh a major economic center was poised to begin in earnest. The pioneering professor E.B. Huey had convinced his colleagues and Pitt's trustees that the University should help schoolteachers learn how to teach. Certainly, there were distant clouds on the horizon, such as the events that produced World War I and the Russian revolution, but there had been a reasonable level of recovery from the depression of the late 19th century, and things looked pretty good. And, indeed, the venture begun in 1910 has led to a very strong School of Education—one of the best in the country.

Today, as we begin our second century, some things are better and some great challenges are present. We, like the rest of the University, have had an unprecedented period of improvement and expansion. We have experienced ever-increasing levels of research funded through grant programs that involve tough competitions. Our students are better than ever. We have succeeded in recruiting the very best faculty in the country. We will, of course, face some tough times because of the global financial situation and the rising costs of higher education, but we are positioned as well as we can be to respond to the pressures that will come.

Where the challenges lie is in our public education system. Public education in the United States is not up to the demands we must place on it if our children are to thrive. We need to do more research, we need to better prepare educational professionals, and we need to help the public understand what is needed and why. Too many children fail to learn enough to do well in our modern world. Because of the world they live in outside school, they sometimes lack the motivation needed to do well. The system is unforgiving and often cannot help them once they fall behind. Also, students today come from many cultures, with many different languages and experience bases, while teachers come from a much more limited range of each. This causes curricula to sometimes lack the

21st-century components of developing skills in collaborating, communicating, handling complexity, and bringing creative ideas to novel situations. Without basic literacy and numeracy skills and these four c's, our children will not do well, regardless of what test scores they may get. Furthermore, even if we solve all of these problems, we also need to teach our children to lead healthier lives or they will become impoverished paying for health care.

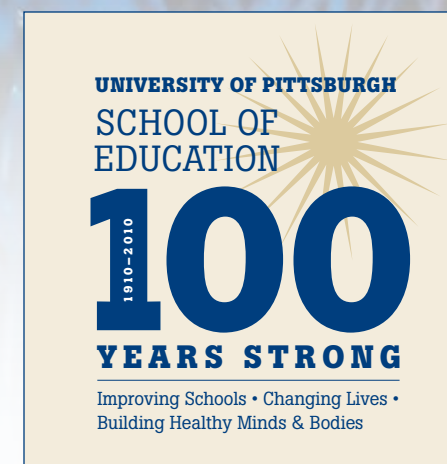
When we select new faculty for the School of Education and when we decide on priorities for research, these problems always are on my mind. New faculty members join a distinguished group of more established peers here. And much of our research is focused on the tough problems of our times. This issue of our magazine provides insights into a few of these research efforts.

The article (page 6) on preparing teachers to work with culturally and linguistically diverse student populations describes our efforts to deal with the prior knowledge that different students bring to school. Because new knowledge is built upon old knowledge, solving the multicultural and multilingual problems is crucial to improving schooling. Another article (page 10) in this issue deals with our efforts to help the Commonwealth of Pennsylvania to match the new national core standards to existing state standards and, at least

as important, to consider whether the final state standards go deep enough to specify the ability to use school learning in real life. Another article (page 8) is historical, with a focus on literacy research and instruction at Pitt over the past century. It helps illustrate the ways in which strong research also has had a strong practical focus.

The article (page 14) on family instability and parent involvement in elementary school addresses another aspect of the multicultural problem. The school system still rests upon a view that children come from nuclear families, but today the range of family backgrounds of schoolchildren is quite variable and seldom well matched to the experiences of teachers who have been at work for decades. Understanding this situation and figuring out how to deal with it presents another grand challenge. An additional emergent issue is unhealthy lifestyles. The current school generation is less active and has its eating choices determined by marketing and food availability, and the result is dramatic changes in the proportion of people who, down the road, will need expensive health care to deal with the diseases produced by unhealthy food and activity choices. Solving this problem may be as vital to our economic future as regulating banks.

Finally, this issue includes an update (page 4) on our overall efforts to ensure our presence and impact in the world of



urban education—a goal we're pursuing through our partnership with Pittsburgh Millions 6–12, University Preparatory School, which is conveniently located a short distance from our Pittsburgh campus.

Overall, you can be proud of the first 100 years of your Pitt School of Education. While much more will be demanded of us in the future, our first 100 years have shown that we can and do respond to the needs of our country and its children. We hope you join us in our wishes for another century of productive scholarship and teaching. Personally, my decade of involvement in the school has been extremely rewarding, and I am proud to have had the chance to lead such a wonderful and contributing community of scholars. ✨

Alan Lesgold, Professor and Dean



The Urban Education Challenge: How Research-centered Universities Should Respond

By **Louis Gomez**, Helen S. Faison Chair in Urban Education and director, Center for Urban Education

Urban education has relatively little to do with “urban-ness” per se. Rather, it has to do with ensuring that people who historically have been underserved educationally have an equal opportunity to learn. (Many of these people live in cities, but not all.) The practical and scholarly focus of urban education should be on knowledge utilization.

Educational innovations often fail to deliver their full benefit when placed in the hands of those who have seen the least educational opportunity and progress and those who teach them. At its core, this is a problem of variability and reliability. We create innovations that work only in certain contexts, and we know precious little about how reliably everyone can use these innovations. Developing more effective innovations and determining what it takes to make them work are problems worthy of research universities and the schools of education within them.

A wide range of innovations, from putting computers in every classroom to developing techniques for parents on how to read to their children, have been slow to produce positive benefits in well-resourced communities and have become reduced to little more than shadows of their purpose in underresourced communities. To change

this, we need to make reliability and improvement of instructional approaches higher priorities. In particular, the research university should make effective utilization of knowledge in underresourced communities a key goal, and it can focus on making new knowledge across contexts easier to accomplish.

Knowledge Utilization Challenges

The fundamental business of professional schools in research universities is to identify and train the next generation of innovative practitioners. The challenges of urban education, and perhaps all education, demand a new kind of professional practitioner. Such practitioners should be skillful in, among other things, the use of data for improvement, the measurement of learning for improvement, and continuous quality improvement.

Data are needed to improve schools and other venues where people learn. We need well-trained professionals who know how to make optimal and creative use of data in their practices. To accomplish this, we should provide easy avenues for teachers to become more data and information centric. We should collect data at appropriate levels of frequency

and detail to ensure teachers and other professionals are able to use it to improve learning opportunities for underresourced students. In addition to encouraging states and school districts to create formative data streams, schools of education should make data and data utilization prominent features of their preparation curricula.

Knowing how to measure learning and use those measurements to improve it is essential for teachers. They also should be able to handle common measurement problems such as variability and reliability. In addition to preparing teachers who are better able to use data and put cutting-edge research into practice, schools of education should begin to address the question of what other types of professionals are needed in order to improve teaching and learning organizations.

Some fields, like health care, have designated professional roles that focus on continual quality improvement. The people in these roles understand the techniques associated with disciplines of ongoing improvement because they have diverse backgrounds in fields ranging from manufacturing to construction, and they are able to apply these continuous improvement techniques to the health care setting.

What would the role of improvement advisor look like in an educational setting, and how would a school of education—perhaps partnering with a business school or medical school—train such a person? The essential point here is that universities must rethink what it means to prepare teachers and others who are focused on improvement. Universities need to think about planning for roles that currently don’t exist. In order to more fully address the problems in urban education, the field needs new people who can creatively use data, information, and research in the appropriate contexts and serve everyone within a framework of continuous improvement.

Another challenge related to knowledge utilization is effectively preparing young people for 21st-century work and citizenship, which will be defined by new forms of globalization brought about by a technical revolution. This is not the job of a school of education or a school district. This is the job of diverse, perhaps global, collaborations.

An important role that schools of education should play in preparing students—especially the underserved ones—to be citizens, is to serve as the catalyst for such collaborations. The enlightened university must figure out how to reach into the community, draw on resources, and focus these resources on problems of teaching and learning for a new age. Further, much of learning is social, and social learning needs rich community support. Today, the

This mural detail (opposite page) adorns a hallway in the Pittsburgh Milliones school building, which formerly was Margaret Milliones Middle School. It was painted by artist Tarish Pipkins with the assistance of several students at Margaret Milliones.

responsibility to create these networks of support is at best diffuse and at worst nonexistent. What better role can a research-centered school of education that is focused on the underserved take on?

Knowledge Utilization Research

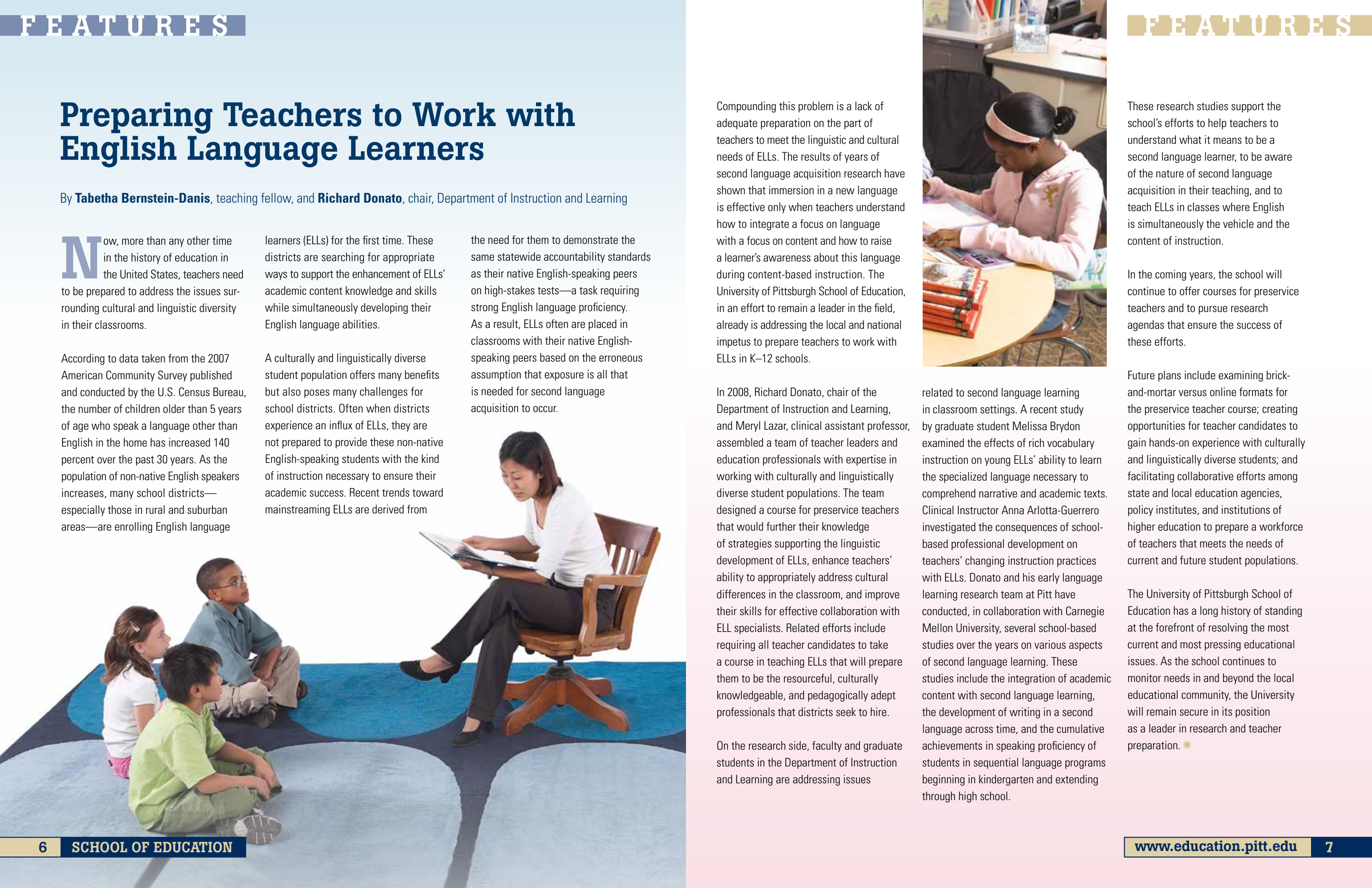
To substantially improve urban education, we need to choose research problems that matter. Consider adolescent literacy. In the past 10–15 years, public and private foundations have invested significant resources in understanding how to improve adolescents’ ability to read to learn. This influx of support in part came from the realization that while, as a field, we have made tremendous progress in teaching youngsters to read, we know relatively little about how best to teach adolescents who know how to decode text to read to learn. Although the 10–15-year investment has produced many insights, it has not yielded a systematic body of knowledge, coupled with detailed routines of utilization, that practitioners can implement and, with research support, improve.

The solution is not merely developing research-based insights into various aspects of adolescent literacy; it is creating usable regimens and routines that allow practitioners to support adolescents. This is not often the focus of research in education, but it is precisely the sort of thing that research-centered universities and schools of education concerned with urban education should address. Like medicine, education needs not only basic and applied research but also translational research that can take ideas that work somewhere and make them robust enough to work where they are needed most.

Too much of the current research portfolio in education is meant to prove that something works. For example, because of federal policy, a great deal of educational research today is geared toward large randomized field trials. These field trials grow from the desire to test promising innovations. However, the null hypothesis tends to be the modal finding of randomized field trials comparing innovations and controls. One could conclude from this that there was nothing there to begin with, or that many of the interesting effects are being washed out by variability in context as well as in the ways practitioners use innovations.

Sometimes, studies like this find that well-resourced communities show effects, while underresourced communities do not. An important research challenge that schools of education should take up is not simply to show that there are no effects or that there are differential effects but to collaboratively work through these varying effects with the aim of creating techniques that help practitioners across contexts to achieve positive results.

On the occasion of the University of Pittsburgh School of Education’s centenary, these are important ideas to discuss, and our school is taking up some of these ideas. For example, the School of Education is a leader when it comes to thinking about how to prepare teachers in new ways. The school also has worked to achieve leadership in research through entities like the Office of Child Development and Center for Urban Education. Pitt, like other universities, has much more to do, but it is clear that we are up to the challenge of engaging in enlightened scholarship that works to improve practice. ✨



Preparing Teachers to Work with English Language Learners

By **Tabetha Bernstein-Danis**, teaching fellow, and **Richard Donato**, chair, Department of Instruction and Learning

Now, more than any other time in the history of education in the United States, teachers need to be prepared to address the issues surrounding cultural and linguistic diversity in their classrooms.

According to data taken from the 2007 American Community Survey published and conducted by the U.S. Census Bureau, the number of children older than 5 years of age who speak a language other than English in the home has increased 140 percent over the past 30 years. As the population of non-native English speakers increases, many school districts—especially those in rural and suburban areas—are enrolling English language

learners (ELLs) for the first time. These districts are searching for appropriate ways to support the enhancement of ELLs’ academic content knowledge and skills while simultaneously developing their English language abilities.

A culturally and linguistically diverse student population offers many benefits but also poses many challenges for school districts. Often when districts experience an influx of ELLs, they are not prepared to provide these non-native English-speaking students with the kind of instruction necessary to ensure their academic success. Recent trends toward mainstreaming ELLs are derived from

the need for them to demonstrate the same statewide accountability standards as their native English-speaking peers on high-stakes tests—a task requiring strong English language proficiency. As a result, ELLs often are placed in classrooms with their native English-speaking peers based on the erroneous assumption that exposure is all that is needed for second language acquisition to occur.

Compounding this problem is a lack of adequate preparation on the part of teachers to meet the linguistic and cultural needs of ELLs. The results of years of second language acquisition research have shown that immersion in a new language is effective only when teachers understand how to integrate a focus on language with a focus on content and how to raise a learner’s awareness about this language during content-based instruction. The University of Pittsburgh School of Education, in an effort to remain a leader in the field, already is addressing the local and national impetus to prepare teachers to work with ELLs in K–12 schools.

In 2008, Richard Donato, chair of the Department of Instruction and Learning, and Meryl Lazar, clinical assistant professor, assembled a team of teacher leaders and education professionals with expertise in working with culturally and linguistically diverse student populations. The team designed a course for preservice teachers that would further their knowledge of strategies supporting the linguistic development of ELLs, enhance teachers’ ability to appropriately address cultural differences in the classroom, and improve their skills for effective collaboration with ELL specialists. Related efforts include requiring all teacher candidates to take a course in teaching ELLs that will prepare them to be the resourceful, culturally knowledgeable, and pedagogically adept professionals that districts seek to hire.

On the research side, faculty and graduate students in the Department of Instruction and Learning are addressing issues



These research studies support the school’s efforts to help teachers to understand what it means to be a second language learner, to be aware of the nature of second language acquisition in their teaching, and to teach ELLs in classes where English is simultaneously the vehicle and the content of instruction.

In the coming years, the school will continue to offer courses for preservice teachers and to pursue research agendas that ensure the success of these efforts.

related to second language learning in classroom settings. A recent study by graduate student Melissa Brydon examined the effects of rich vocabulary instruction on young ELLs’ ability to learn the specialized language necessary to comprehend narrative and academic texts. Clinical Instructor Anna Arlotta-Guerrero investigated the consequences of school-based professional development on teachers’ changing instruction practices with ELLs. Donato and his early language learning research team at Pitt have conducted, in collaboration with Carnegie Mellon University, several school-based studies over the years on various aspects of second language learning. These studies include the integration of academic content with second language learning, the development of writing in a second language across time, and the cumulative achievements in speaking proficiency of students in sequential language programs beginning in kindergarten and extending through high school.

Future plans include examining brick-and-mortar versus online formats for the preservice teacher course; creating opportunities for teacher candidates to gain hands-on experience with culturally and linguistically diverse students; and facilitating collaborative efforts among state and local education agencies, policy institutes, and institutions of higher education to prepare a workforce of teachers that meets the needs of current and future student populations.

The University of Pittsburgh School of Education has a long history of standing at the forefront of resolving the most current and most pressing educational issues. As the school continues to monitor needs in and beyond the local educational community, the University will remain secure in its position as a leader in research and teacher preparation. ✨



More than 100 Years of Literacy Research and Instruction at the University of Pittsburgh

By **Linda Kucan**, assistant professor and program coordinator of reading education

The University of Pittsburgh has long been associated with literacy research and instruction, especially reading. E.B. Huey's classic, *The Psychology and Pedagogy of Reading* (1908), was published while he was in Pittsburgh. Huey also was a professor of psychology and education at Pitt, then known as the Western University of Pennsylvania. Pitt Professor Gerald A. Yoakum served as president of the group that became the International Reading Association (IRA). In his 1977 paper, "Reading Reflections: The History of the International Reading Association," B.W. Jerrolds wrote: "An early Executive Board Meeting was held in Pittsburgh

on a Sunday [in 1950]. With no money to spend for facilities, the group could find no place to meet. Finally, Emmett A. Betts [reading educator and author of a reading series] and others obtained permission from a nightclub manager to use the back room of his second-rate club." Even before that historic meeting, the University had been the site of annual conferences focusing on reading and writing—the first held in 1945 and the last in 1990.

Current efforts by faculty members in the School of Education's Department of Instruction and Learning reveal that the commitment to reading research and instruction endures. Professor Emeritus Rita Bean, Professor Naomi Zigmond,

and their colleagues conducted an analysis of outcomes in Pennsylvania related to the implementation of the federally funded initiative known as Reading First (RF). Their investigation involved data collection in 32 school districts and provided a comprehensive picture of the effectiveness of the RF program on third graders. Bean also has contributed to the knowledge base about literacy coaching, an integral element in many RF schools, by authoring a widely read book about the many roles of coaches. This book is now in its second edition.

The work of Professor Emeritus Isabel Beck and Clinical Professor Margaret McKeown—

Questioning the Author: An Approach for Enhancing Student Engagement with Text and *Text Talk: Robust Vocabulary Instruction for Grades K–3*—has had a dramatic impact on comprehension instruction in Pittsburgh and across the country. The professors' current research in vocabulary instruction is the extension of a line of work that began in the 1970s. Most recently, Beck and McKeown have conducted instructional studies with young children that demonstrate the impact of rich instruction on the ability of children to use and understand sophisticated words in oral contexts that they will later use in writing and in reading.

Faculty members in the special education program also are focusing their research on reading-related areas. Assistant Professor Douglas Kostewicz has conducted investigations into the impact of repeated readings of science texts on the fluency of students with disabilities. Assistant Professor Christopher Lemons has analyzed the impact of specific reading interventions on the reading skills of intellectually disabled students.

Assistant Professor Linda Kucan has been involved in two programs of research related to the education of literacy teachers. She is the coprincipal investigator, with Annemarie Palincsar of the University of Michigan, for an Institute of Education Sciences grant (2008–11) to develop resources, including readings, tasks, and videotapes, to be used by teacher educators who teach comprehension methods courses. Kucan and Palincsar are working with 10 teacher educators from nine different institutions of higher learning who have been using the resources they developed and then contributing to their revision and improvement.



Additionally, Kucan and Assistant Professor Sarah Scott secured an Innovation in Education grant from Pitt that supported their efforts to transform a comprehension methods course for Master of Arts in Teaching interns. The pair held classes with the interns in the Pittsburgh Public Schools—allowing the interns with daily opportunities to teach small groups of students. These experiences helped the interns learn how students process information in text. Interns were then able to analyze their teaching skills by viewing video of themselves working with students in the classroom.

Huey would have admired all this attention to reading, which he called "the most remarkable performance that civilization has learned in all its history." And he would have acknowledged that such attention and inquiry were most fitting: "[For] there yet remain to be written many most interesting chapters on the psycho-physiological phases of reading, which will be made possible as investigation proceeds further."

At the University of Pittsburgh, the investigation continues. ✨

The Next Generation of Content Standards and State Assessment Systems

This essay by **Suzanne Lane**, professor of research methodology at the University of Pittsburgh School of Education, addresses content standards and state assessment systems at a national level.

“I am calling on our nation’s governors and state education chiefs to develop standards and assessments that don’t simply measure whether students can fill in a bubble on a test, but whether they possess 21st-century skills like problem solving and critical thinking, entrepreneurship and creativity.”

– **President Barack Obama**
March 2009

There is a call for a more balanced assessment system, one that includes performance tasks to assess skills that multiple choice items cannot, such as the ability to write a persuasive essay or explain an answer to a mathematics problem. As this past school year began, so did the dawn of a new age in educational assessment—an era in which a more balanced assessment system will serve as a valuable tool for educational reform.

Both policymakers and educators have argued that the use of performance assessments that measure students’ thinking and reasoning skills and their ability to apply knowledge to solve realistic, meaningful problems will help shape sound instructional practices by modeling

to teachers what is important to teach and to students what is important to learn. Unfortunately, the use of performance assessments in large-scale assessment systems declined with the requirements of the No Child Left Behind Act of 2001. With the advent of the Common Core State Standards initiative, which is being led by the National Governors Association Center for Best Practices, the Council of Chief State School Officers, and the U.S. Department of Education Race to the Top Fund initiative, there is a renewed interest in using performance assessments in state assessment systems that are grounded in academic standards that assess 21st-century skills.

The Common Core State Standards in English language arts and mathematics for kindergarten through grade 12 will provide the foundation for the next generation of state assessment systems. The Common Core State Standards represent a set of expectations for the knowledge and skills students need so that when they graduate from high school they are prepared for success in college and careers. These standards emphasize students’ ability to reason, synthesize information from various sources, think critically, and solve challenging problems. Most states, including Pennsylvania,

have agreed to adopt the Common Core State Standards and have competed for federal funding from the U.S. Department of Education’s Race to the Top initiative. To prepare for the next generation of assessments, Pennsylvania conducted an alignment study to examine the relationship between the Pennsylvania Academic Standards and the Common Core State Standards that helped inform decisions made by the state in the adoption of the Common Core State Standards. This study was conducted by Suzanne Lane, professor of research methodology at the University of Pittsburgh.

The U.S. Department of Education is providing \$350 million for consortia of states to develop new assessments that measure the Common Core State Standards. The reauthorization of the Elementary and Secondary Education Act (ESEA) will set guidelines for assessments and their use in the future. The goal of the Common Core State Standards and the Race to the Top initiative is to help ensure that academic standards are clear and concise and set high standards for all students. For a state to have been eligible for Race to the Top funding, a state needed to show a commitment to improving the quality of its state assessment system, measuring student achievement and student growth, and

ensuring cohesiveness among formative, interim, and summative assessments. Moreover, states needed to show how the assessment system will measure “standards against which student achievement has traditionally been difficult to measure” and included “items that will be varied and elicit complex student demonstrations or applications of knowledge and skills,” according to the U.S. Department of Education.

Two consortia have been funded to develop plans that will support this next generation of content standards and state assessment

systems: the Partnership for Assessment of Readiness for College and Career and the Balanced Assessment System. As an example, the Balanced Assessment System calls for periodic through-course performance tasks and an end-of-year reference exam that are used together for both summative and accountability purposes. The performance tasks are to be curriculum-embedded (e.g., exhibitions, product developments), standardized, and administered and scored by teachers, with moderation. The end-of-year reference exams are intended to include various item formats

(e.g., selected response, short and extended answer, complex electronic items), be computer-adaptive, be scaled vertically across a range of learning progressions, and use both computer automated scoring and moderated human scoring.

Although there are a number of design and psychometric issues that need to be addressed for this new generation of assessment systems, we need to embrace this opportunity so as to ensure that assessments not only reflect tasks, but are positioned to inform and enhance both teaching and student learning. ✨

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Combating Childhood Obesity

By **John M. Jakicic**, professor and chair, Department of Health and Physical Activity

It is estimated that 16 percent of children 6–19 years of age in the United States are overweight, with 19 percent of children classified as obese, according to the U.S. Centers for Disease Control and Prevention (CDC). This is of significant public health importance because overweight and obese children are more likely to be obese as adults and because there is an increasing prevalence of obesity-related chronic diseases, such as diabetes, in children. This public health concern needs to be addressed as a societal problem and all possible opportunities for prevention and treatment must be implemented in an effective manner. Moreover, it is important to recognize that for almost all children, excessive weight gain is a result of insufficient physical activity and consumption of additional calories in the food they consume.

Considering these factors, schools provide one environment in which the concern for childhood obesity can be addressed for a variety of reasons. The HEALTHY study, a recent study funded by the National Institute of Diabetes and Digestive and Kidney Diseases, has shown that a comprehensive school-based intervention can be effective at reducing children's chances of becoming overweight as they progress from sixth through eighth grade. This was a study conducted at seven sites that included 42 schools; the University of Pittsburgh served as one of the intervention sites, with collaborators from the School of Medicine and School of Education

participating. The results from this study indicate that schools can provide a venue to improve the health of children—which also may result in bettering the academic performance of these children.



The University of Pittsburgh Department of Health and Physical Activity has taken a leadership role—with efforts guided by Professor John M. Jakicic and Assistant Professor Amy Otto—in research and the development of community outreach programs that combat childhood obesity. Results from a recent study showed that an intervention focused on nutrition and physical activity resulted in weight loss for severely overweight children, and an unexpected finding was that their parents also lost weight through this process. These results have led to development of a full intervention curriculum that is being implemented through Pitt's Community Leisure-Learn Program for children and families in the Pittsburgh community. Moreover, through the America On the Move in Pittsburgh initiative, which is supported by UPMC Health Plan, H.J. Heinz Company, Del Monte Corporation, and KDKA-TV, Pitt has provided small grants

to support the efforts of six schools in the Pittsburgh area to implement innovative programs to combat childhood obesity. These efforts were expanded to engage additional schools in the fall of 2010.

It is important for schools to become actively involved in the process of improving the health of children by providing them with ample opportunities to learn and participate in behaviors reflecting a healthy lifestyle. Investing resources to improve physical education, recess, and activity learning for all children is critically important, and reliance on athletic programs that serve a small segment of the student body may not be optimal. These initiatives should include offering healthy options in the school lunch program and limiting access to snack foods and vending machines within the school. However, to be most effective, it is important to encourage healthy behaviors both within and outside the school environment, which results in the need for parents and families to be active participants in the health of children. Thus, school administrators, teachers, parents, and policymakers need to collaborate on addressing the public health concern regarding childhood obesity and consider implementation of school-based initiatives as one component of a comprehensive approach to prevent and treat this problem that is affecting more than 30 percent of children, according to the CDC. HPA and the School of Education are taking a leadership role in these efforts. ✨

Leadership Initiative for Transforming Schools

By **Mary Margaret Kerr**, chair, Department of Administrative and Policy Studies

In June 2010, the Centers for Disease Control and Prevention (CDC) released the results of the National Youth Risk Behavior Survey—an alarming report documenting unsafe behaviors among youths attending U.S. schools. According to the report:

- 31.5 percent of students had been in a physical fight one or more times during the 12 months before the survey.
- 5.6 percent of students had carried a weapon (e.g., a gun, knife, or club) on school property on at least one day during the 30 days before the survey.
- 7.7 percent of students had been threatened or injured with a weapon (e.g., a gun, knife, or club) on school property one or more times during the 12 months before the survey.
- 19.9 percent of students had been bullied on school property during the 12 months before the survey.
- 5.0 percent of students did not go to school because they felt they would be unsafe at school or on their way to or from school on at least one day during the 30 days before the survey.

(Source: www.cdc.gov/mmwr/pdf/ss/ss5905.pdf)

Despite these alarming statistics, university training programs often overlook the preparation of school leaders to prevent and respond to school violence and other crises. Recognizing this deficiency in leadership preparation, the University of

Pittsburgh School of Education School Leadership Program now requires course work in school crisis prevention and intervention as well as course work in positive behavioral interventions and support, or PBIS.

To begin, graduate students learn to prevent or mitigate school crises. First, they use CDC's School Health Index, a Web-based assessment and planning tool that facilitates a review of eight domains of health, mental health, and safety in the school setting. This assessment allows school personnel to identify weaknesses to target through an annual action plan. Future principals also analyze local discipline data and use floor plans to map their schools' "danger zones." This helps them to uncover problems such as bullying. A new online PBIS course introduces aspiring principals to tools for implementing universal, secondary, and intensive prevention strategies to stop violence in a school through the active involvement of school staff members, students, and parents.

Second, students study readings in school crisis response and then apply this knowledge in a series of simulations based on real-life cases. A class may view a newscast about a school crisis. Its members then go into action in high-intensity timed exercises. In response to a school shooting, for example, students plan a rapid evacuation to an off-site



location. A bus accident scenario requires them to deploy responders and inform anxious parents. They quickly practice what to do after medical emergencies, suicides, floods, accidents, and illnesses. For many, this is their first experience with such traumatic events.

Third, students develop skills in crisis communications for the many stakeholders they will encounter in their leadership roles. Without warning, they may discover they have 15 minutes to prepare for a mock press conference about a school intruder. Composing a parent letter after a meningitis death tests the ability to write under pressure. In lieu of traditional homework, students must find and correct the flaws in a sample suicide policy or in a district's safety plan.

Students have expressed great enthusiasm for this demanding new course work. As one observed, "I had no experience with these situations before. It's just not something you experience every day. And even though I panicked in class, I would much rather learn now than in the middle of a crisis!"

For additional information, please see: Centers for Disease Control and Prevention. "Youth Risk Behavior Surveillance—United States, 2009." *Morbidity and Mortality Weekly Report*, Surveillance Summaries, June 4, 2010, 59, SS–5. ✨

Family Instability and Parent Involvement in Elementary School

By **Heather Bachman**, assistant professor, Department of Psychology in Education

The American family has changed dramatically in the last three decades. From 1980 to 2007, the nonmarital birth rate climbed from 18 to 40 percent, marriage rates declined, and cohabitation rates rose steadily, particularly among low-income families. Together, these demographic trends have resulted in an increased number of children whose parents have had multiple partners in relatively short periods of time. According to a 2009 study by Andrew J. Cherlin, by the mid-1990s, 12 percent of American children had experienced three or more parental partnerships by 15 years of age.

Within the field of developmental psychology, a large body of research heralds the importance of continuity and predictability in the parent-child relationship during early childhood. The instability resulting from these demographic trends is likely to disrupt parenting behaviors and school involvement that support children's early academic achievement. Toward that end, a host of early education and intervention strategies have been implemented to improve the school readiness skills of children from economically disadvantaged backgrounds. These programs have achieved mixed success, but in general, low-income children continue to start school significantly behind their more affluent peers in emergent literacy and numeracy skills and make less progress throughout the elementary school years.



For the past several years, Heather Bachman, assistant professor in the School of Education's Applied Developmental Psychology (ADP) program, and Elizabeth Votruba-Drzal, assistant professor in the University of Pittsburgh Department of Psychology, have been examining socioeconomic status effects on children's achievement trajectories during elementary school. According to several national data sets, the impact of significant family income and maternal education disparities on children's reading and math skills is evident in kindergarten and persists or widens through fifth grade. Throughout their study, Bachman and Votruba-Drzal, along with ADP doctoral candidate Nermeen El Nokali, endeavored to determine whether parents' involvement in school could narrow these achievement gaps.

The consensus among teachers, child care providers, educational policymakers, and researchers is that parent involvement is a pathway through which schools can help children to achieve academic success. The most common measures of parent involvement are quality and frequency of communication with teachers and parental participation in school activities. Efforts to promote parent involvement are integral parts of many intervention programs targeting low-income children. Past research, however, has focused mostly on parent involvement among preschoolers; far less is known about the role of parent involvement in children's success during elementary school.

Moreover, few studies have examined whether promoting increased parent involvement in school leads to corresponding improvement in children's academic or social functioning. In other words, perhaps parents who are engaged and involved in children's schooling differ from less involved parents in key characteristics that also are associated with children's academic and social skills, such as motivation, value for education, etc. If so, then parent involvement is simply a marker for a host of parental attitudes and behaviors that already support children's growth and development. This attempt to distinguish causal from correlational associations between family involvement and children's school success is critical as teachers and principals become increasingly accountable for their efforts to encourage parent and community involvement in schooling.

Bachman and Votruba-Drzal obtained data from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD) Study of Early Child Care and Youth Development, a longitudinal, multimethod study of more than 1,300 children and their primary caregivers from 10 U.S. cities. According to the findings, when parents boosted their involvement in their children's elementary school (through increased visits to the school and encouraging educational progress at home), children's problem behaviors (including both aggressive and disruptive behaviors as well as anxiety and

depression) decreased. At the same time, their prosocial skills, such as cooperation and self-control, improved. However, parents' increased involvement did not affect their children's growth in achievement. One explanation for the absence of such associations with achievement may be that the study's measure of parent involvement did not focus on involvement that was specific to academic performance.

This work suggests that parents continue to wield considerable influence on their children's development as children progress through elementary school, and these results applied similarly to low- and high-income children. It is important for future research to explore parent behaviors that support children's achievement and also to consider how schools can encourage and support parents in these efforts. ✨

Bachman and Votruba-Drzal's study was supported by a grant from NICHD.

For additional information, please see:

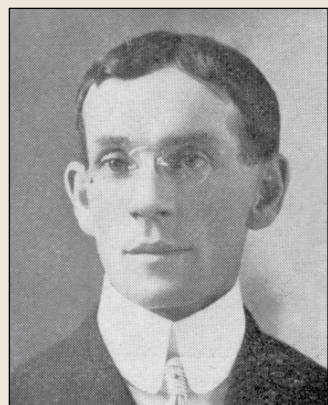
Cherlin, Andrew J. *The Marriage-Go-Round: The State of Marriage and the Family in America Today*. New York, NY: Knopf Publishing, 2009.

El Nokali, N., Bachman, H.J., and Votruba-Drzal, E. "Parent Involvement and Children's Academic Achievement and Social Development in Elementary School." *Child Development*, 81,(3), 988–1005, 2010.



Celebrating 100 Years: 1910–2010

This photo montage reflects back on the faces, buildings, and classrooms that helped grow the School of Education into the top education graduate school it is today.



E.B. Huey (above) is considered a pioneering professor who helped to convince University leadership that Pitt should help teachers learn how to teach.

Courtesy Archives Service Center, University of Pittsburgh

Chancellor Samuel Black McCormick (at right) established the School of Education in 1910.

Courtesy Archives Service Center, University of Pittsburgh



Pictured above is the first School of Education graduating class in 1911.

Courtesy Archives Service Center, University of Pittsburgh



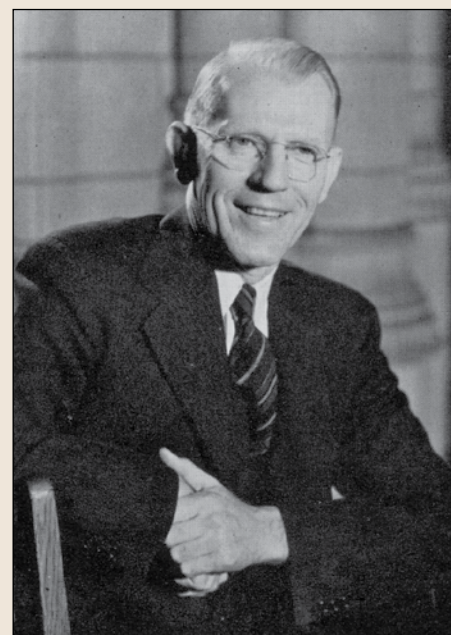
In 1917, the School of Education established the Delta chapter of Pi Lambda Theta. The school's chapter is pictured above in the 1925 Owl. Today, Pi Lambda Theta is considered the most selective national honor society of educators.

Photo from *The Owl*, 1925, University of Pittsburgh



In 1958, construction (above) began on Trees Hall, the home of the Department of Health and Physical Activity. Today, faculty members are expanding research efforts to a new building in the Oakland-Hill District area and with collaborative work at UPMC Montefiore.

Courtesy Archives Service Center, University of Pittsburgh



Dean S.P. Franklin (above) led the School of Education in 1960. The 1960 Owl noted that Dean Franklin was "a great help to these men and women who have pledged themselves to the teaching of others."

Photo from *The Owl*, 1944, University of Pittsburgh



At left, children play at Falk Elementary School, circa 1950–1960. Today, students enjoy a renovated building and a new 31,000-square-foot "green" extension. This construction won Mid-Atlantic Construction magazine's Best of 2010 project in the K–12 category.

Courtesy Archives Service Center, University of Pittsburgh

This photo (at right) featured in the 1960 Owl, was accompanied by a caption detailing the importance of student-teachers learning how to hold students' attention. The caption's author wrote that, "Cultivating interest and enthusiasm for the subject is essential if she is to teach effectively."

Photo from *The Owl*, 1960, University of Pittsburgh



In 2006, the University established the Dr. Helen S. Faison Chair in Urban Education, the first fully endowed chair in the School of Education's history. Pictured above, left to right, Helen Faison; George L. Miles, retired president and CEO of WQED Multimedia; and Dean Alan Lesgold.

Photo CIDDE, University of Pittsburgh



At the 100th School of Education recognition ceremony, graduate Chantee McBride (above) (MAT '01, PhD '10) is joined by her family as she celebrates completing her doctorate in social studies education.

Photo CIDDE, University of Pittsburgh

Learning environments have come a long way since this classroom (left), featured in the School of Education section of an Owl yearbook.

Photo from *The Owl*, 1960, University of Pittsburgh



Timeline: 100 Years Strong

1910–1920

Professor Will Grant Chambers authors *Pittsburgh's New School of Education*, the formal report to University trustees announcing the new School of Education. Chambers becomes known as the founding dean of the School of Education. The first graduating class of the School of Education features eight men and women, all of whom accept teaching positions immediately after graduation, with four continuing with graduate study at Pitt. Due to the large influx of women, a women's education dormitory is constructed on Fifth Avenue near Halket Street. School leaders at the time believe that "Men will come without a dormitory and women won't." The U.S. commissioner of education adopts the school's practice teaching plan for use by other institutions and designates it the Pittsburgh Plan. The School of Childhood—what is known today as the Falk Laboratory School—opens. At this school, many adult immigrants are taught English.

1920–29

The school faces financial difficulties due to the sharp decline in enrollment during World War I. Schenley High School (now Pittsburgh Schenley High School) is the first regular site for observation and student teaching. The school partners with KDKA Radio (now NewsRadio 1020 KDKA) to establish a broadcasting studio on campus that provides educational instruction to students via radio. The beginnings of the Departments of Curriculum Study and Educational Measurement are founded through a three-way alliance among the Pittsburgh Public Schools, Bureau of Educational Research of the Public Schools, and School of Education.

1930–39

A Master of Education degree is designed and approved for school administrators and master teachers. The degree requires 32 credits from the school and eight credits from another school within the University. A Doctor of Education degree also is approved. The Falk School now offers a nursery, kindergarten, and six grades that focus on the individual development of each child. During the late Depression period, the School of Education faculty donate \$640.50 to the Cathedral of Learning building fund—the highest donation of any faculty at the University to the fund. The graduates of the school organize their students to contribute 10 cents each to the construction. The school celebrates its silver anniversary with an enrollment of 545 students, which is one-sixth of all undergraduate students at the University.

1940–49

The school adapts to the changing needs of World War II. Vocational education courses are taught in three shifts, 24 hours a day, training men in the machine trades, welding, and numerous other industrial trades. To aid in the war effort, new courses are offered: the High School in Wartime, Admission Problems in Wartime, School Leadership in the War Emergency, and Vocational Guidance in the War Economy. The first annual reading conference is held, an event that brings recognition to the School of Education's Department of Elementary Education. The end of the war increases the student body through the enrollment of returning veterans. Between the fall terms of 1943 and 1946, enrollment increases from 5,082 students to 16,939 students. The School of Education partners with Teachers College of Columbia University to create the Tri-State Area School Study Council, an entity formed to strengthen the public

schools in the tristate area. Faculty members in the School of Education advise the U.S. Office of Education (now the U.S. Department of Education) on improving the citizenship education program in schools throughout the country.

1950–59

The school undergoes major curriculum revisions to increase a disciplinary emphasis. Pediatrician Benjamin Spock, developmental psychologist Erik Erikson, and Margaret McFarland establish the first concentration in child development and child care. The concentration eventually is moved into the school and merges with the Educational and Developmental Psychology Program, which ultimately becomes the Applied Developmental Psychology Program. The Tri-State Area School Study Council establishes the Horace Mann Lecture Series to commemorate the life of Mann and give recognition to his contribution to the American public school system. The school organizes into nine major divisions: general education, business education, educational administration, elementary education, health education (both men's and women's divisions), religious education, secondary education, and vocational education. The undergraduate teaching program expands to a full term of student teaching.

1960–69

The Ford Foundation awards the school a five-year \$490,000 grant to establish a graduate teaching internship program. The International and Development Education Program is established and designed for both American and international students pursuing careers in international and development education. The goals of the school expand to include the promotion of social justice and the improvement of social existence. An urban internship

program is designed to attract students interested in working in inner-city schools. Course offerings include: Seminar in the Inner City, the Urban Context, Teaching Afro American History in Secondary Schools, and Seminar in Problems of Reading Instruction in an Urban Society. Construction begins on Forbes Quadrangle, the site of Wesley W. Posvar Hall, which will house the school. Approximately 80 percent of all school administrators and 40 percent of all public school teachers in Western Pennsylvania hold a degree from the University of Pittsburgh School of Education, and four out of every 10 school systems in the Commonwealth of Pennsylvania are led by persons holding graduate degrees from the School of Education.

1970–79

The school houses the Race Desegregation Assistance Center. The school also undergoes an expansion of its student body due to lower tuition rates made possible by subsidies, and enrollment doubles between 1965 and 1971. Student participation in the governance of the School of Education is formalized through student representation in the various councils and committees. Undergraduate and graduate student representatives are enfranchised with full voting power in the Faculty Council and the Academic Policy Committee. Two student organizations, the Undergraduate Cabinet in Education and the Council of Graduate Students in Education, are responsible for the election of the student representatives.

1980–89

In order to improve operating efficiency, sharpen program focus through program reduction, and realign and improve faculty and staff use, the School of Education undergoes a major reorganization from 1986 to 1990. Fifteen departments and programs are realigned and merged to form three academic departments that

are still in place today: administrative and policy studies, instruction and learning, and psychology in education. Additionally, two research and development institutes—the Institute for Practice and Research in Education and the Institute for International Studies in Education—are formed. Faculty contracts are reduced from three- to two-term appointments. Reduction in the length of faculty appointments, coupled with buyout agreements, early retirement incentives, and normal retirements results in major changes in faculty resources. The reorganization results in a 34 percent reduction in total full-time equivalency faculty.

1990–99

The child development and child care program transfers from the Pitt School of Social Work and merges with the developmental and educational psychology program to become the Applied Developmental Psychology Program in the Department of Psychology in Education. The program in health, physical, and recreation education becomes the Department of Health and Physical Activity.

2000–09

The school establishes faculty expertise in empirical research and policy on developmental factors that support school success, especially among low-income minority children and youth. The Office of Child Development moves into the school. Numerous milestones are reached: The Applied Developmental Psychology Program celebrates the 50th anniversary of the roots of its program. Also commemorating its 50th anniversary is the Higher Education Management Program, one of the first programs in the country to prepare professional administrators—such as registrars and admissions directors—for university and college careers. The Learning Policy Center is established with Mary Kay Stein appointed as its first director.

The Dr. Helen S. Faison Chair in Urban Education—the first fully endowed chair in the School of Education—is established, and Louis Gomez is appointed to the chair. The school's placement in the *U.S. News & World Report* "Best Graduate Schools" (in education) rankings hovers between 31st and 37th in the nation. Several faculty members begin spending much of their time at Pittsburgh Millionaires 6–12, University Preparatory School, as part of the school's efforts to launch its urban education initiatives.

2010

The *U.S. News & World Report* "Best Graduate Schools" (in education) ranking of the school substantially increases to 23rd—tying the school with the University of Minnesota Twin Cities—out of 234 schools. The Community Leisure-Learn Program, the oldest community program at the University, celebrates its 40th anniversary. A decade of faculty recruiting continues as half of the school's faculty have retired during the previous 10 years.★

Information gathered from School of Education staff, archives, and the following two dissertations:

Herron, J.B. "History of the School of Education University of Pittsburgh, 1953–1972." PhD diss., University of Pittsburgh, 1974.

Neff, W.B. "History of the School of Education University of Pittsburgh, 1910–1950." PhD diss., University of Pittsburgh, 1974.

Centennial celebration events listed on page 20

Centennial Celebration Events

March 2011

Council of Graduate Students in Education Student Conference

April 2, 2011

Centennial Celebration Gala

Carnegie Music Hall Foyer • Music by Bésame • 6 to 10 p.m.

May 5–6, 2011

Motivation and Engagement Conference

Featuring Keynote Speaker **Pedro Noguera**, Peter L. Agnew Professor of Education, New York University

Invited Speakers:

- **Peter Benson**, president and CEO, Search Institute
- **Daniel Edelson**, vice president for education and executive director, National Geographic Society, National Geographic Education Foundation
- **John T. Guthrie**, professor emeritus, Department of Human Development, University of Maryland
- **Kris Gutiérrez**, president, American Educational Research Association, professor of education and provost’s chair, School of Education, University of Colorado at Boulder
- **Glynda Hull**, professor of English education, Steinhardt School of Culture, Education and Human Development, New York University
- **Charles Hillman**, associate professor, Department of Kinesiology and Community Health, University of Illinois at Urbana–Champaign
- **Carol Lee**, professor of learning sciences and African American studies, School of Education and Social Policy, Northwestern University
- **Judith Meece**, professor of educational psychology, School of Education, University of North Carolina at Chapel Hill
- **David Osher**, vice president, Education, Human Development, and the Workforce, American Institutes for Research
- **Russell Skiba**, professor of counseling and educational psychology, Center for Evaluation and Education Policy, Indiana University
- **Reed Stevens**, professor of learning sciences, School of Education and Social Policy, Northwestern University

Conference follow-up • Conference presentations available on WebEx • Virtual Discussions

School of Education Ranked 23rd by *U.S. News & World Report*

The School of Education has risen rather substantially in the *U.S. News & World Report* “Best Graduate Schools” (in education) rankings. The school has been on an upward trend and, for the last several years, hovered between 31st and 37th. In 2010, the school tied for 23rd with the University of Minnesota Twin Cities, out of 234 schools.

U.S. News determined the rankings by surveying schools granting doctoral degrees. Of the 279 schools contacted, 234 responded.

U.S. News also ranked education specialty areas, and the School of Education’s psychology in education program was ranked 21st among 21 programs.

The improved ranking does not happen because of any one person. It is the cumulative effect of a very large number of faculty and staff members who attract and serve a strong student body. Collectively, these individuals attract research dollars, perform visible research and service, publish in renowned journals, and achieve awards and positions of honor—all variables considered by the deans and superintendents who vote in the rankings.



TELL US WHAT’S NEW!

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

_____	NAME
_____	ADDRESS
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_____	E-MAIL ADDRESS
_____	POSITION(S)
_____	DEGREE(S)
_____	YEAR(S) GRADUATED
_____	Please complete and return to University of Pittsburgh, School of Education, Office of the Dean, 5605 Wesley W. Posvar Hall, 230 South Bouquet Street, Pittsburgh, PA 15260. If you have any questions, please call 1-866-ALUM-EDU (258-6338) or 412-648-1738 • Fax: 412-648-1825 • E-mail: alum@education.pitt.edu

Community Leisure-Learn Program Celebrates 40 Years

The University of Pittsburgh's oldest community outreach program, Community Leisure-Learn (CLL), celebrated its 40th anniversary on July 28, 2010. The mission of the program is to provide local residents—both adults and children—with the opportunity to enhance their health and well-being.

Forty years ago, the program provided passes to local residents to use the fitness facilities in Trees Hall and administered the National Youth Sports Program, a summer program for children between 10 and 18 years old. Today, under the direction of Marti Pristas, CLL provides a variety of programming for children and adults as well as internship opportunities for Pitt students.

Programming for children is based on age. The Saturday's Kids program is for children in grades one through eight. Children participate in one hour of instruction in both dance and martial arts. Pitt Athletes Working with Students (PAWS) is for children in grades five through eight. For two hours each

Saturday, Pitt coaches and their student-athletes from 10 different sports teams work with the children. PLAYERS, or Pitt's Local Area Youth Exercise, Recreation, and Sports, is for individuals in grades nine through 12 and provides a choice of participation in a variety of activities, including basketball, wall climbing, racquetball, weight training, martial arts, and dance.

Adults have a choice of two programs: Parent Fitness 101 and Guest Pass Fitness 101. Parents and guardians of children in the Saturday's Kids and PAWS programs are assisted by health and physical activity students in the weight room and in aerobics classes. The Guest Pass Program offers local residents from Oakland and the Hill District the opportunity to use the fitness facilities and swimming pool on a yearly basis.

Community Leisure-Learn also provides internship and work experience for Pitt undergraduate and graduate students. Not only are they obtaining experience planning and teaching, they also are gaining experience working in an urban

setting, a main objective of the School of Education. This is most evident in CLL's summer program, Physical Activities Camp for Kids, or PACK. This campus-based five-week camp focuses on youths in grades five through eight from underserved neighborhoods. Pitt students working in this program act not only as camp counselors but also as mentors. Local youths learn about fitness; fun; and how to interact in an appropriate, healthy manner.

The local community and the Pitt students involved in CLL programs have found their experiences to be rewarding in many ways. Pristas says that "intergenerational skill building is probably the second most important result of our CLL programs—the first, of course, being improved fitness and health." The plans for CLL don't stop with its 40th birthday. With the expansion of activities into nearby neighborhoods and the renovation of its former recreation center, Wadsworth Hall, Pristas hopes to engage many more community members and Pitt students in CLL's plans for the future. ✨



Student News Winter 2010–11

Angela Allie, a doctoral student in the Department of Administrative and Policy Studies and a K. Leroy Irvis fellow, was selected as a 2009–11 University Council for Educational Administration (UCEA) Barbara L. Jackson scholar. As a Jackson scholar, Allie is appointed a mentor, attends the UCEA convention, and develops a network of peers. Prior to returning to complete her PhD, Allie taught English in the Pittsburgh Public Schools, where she held positions as English department chair, assessment coordinator, director of Pittsburgh Oliver High School's after-school literacy program, and lead writer for the districtwide 11th-grade English curriculum.

Joe Bayer, a student of Associate Professor Roger Klein, was one of three Pitt students selected to present research at Undergraduate Research Day at the Pennsylvania State Capitol. His research is on text messaging among college students, and he also presented it at the 2009 American Psychology Association National Convention.

The Exercise Science Club, an undergraduate organization in the Department of Health and Physical Activity (HPA), participated in the University of Pittsburgh's 24-hour Relay for Life event in April 2010 on the Cathedral of Learning lawn in honor of Deborah Aaron, an associate professor in HPA, who died in 2008 from cancer. The students sold food, T-shirts, and raffle tickets for an autographed Pitt basketball

and football. With the help of more than 20 students, \$1,817 was raised for the American Cancer Society.

David Garcia, a doctoral student in the Department of Health and Physical Activity, was selected to participate in the American College of Sports Medicine (ACSM) Leadership & Diversity Training Program. The goal and mission of this program is to fund and mentor doctoral students and encourage their involvement with ACSM.

Kakenya Ntayaia, a doctoral student in the Department of Administrative and Policy Studies, was named a 2010 National Geographic Emerging Explorer for her commitment to developing a school in her home village of Enosaen, Kenya. She was one of 14 individuals chosen as "visionary young trailblazers." The National Geographic Emerging Explorers Program selects "uniquely gifted and inspiring adventurers, scientists, photographers, and storytellers—explorers who are already making a difference early in their careers." In recognition, Ntayaia received a \$10,000 award, which she will use to continue development of the school. Ntayaia started the development of the school, the Kakenya Center for Excellence, in 2006 and admitted the first class in 2009.

Kalani Palmer, a doctoral student in applied developmental psychology, was accepted into a competitive three-day summer workshop, Child Care and Early

Education Research Connections. The focus of this workshop was the use of public data to conduct research on public early childhood programs. The workshop was part of the Inter-University Consortium for Political and Social Research 2010 Summer Program in Quantitative Methods of Social Research, held at the University of Michigan. It was closely aligned with some of the future goals of the Pitt School Readiness Study, namely using data to help shape and impact early childhood programs.

Amy Powell, a student in the dual Orientation and Mobility (O&M) and Teacher of the Visually Impaired (TVI) certification specializations within the Vision Studies Program, was awarded a scholarship by the Pennsylvania-Delaware chapter of the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). Only one award per year is given to a student enrolled in a personnel preparation program such as the one in which Powell is enrolled. Powell also received the Donald Blasch Student Scholarship Award from AER's Orientation and Mobility Division.

Michelle Switala, a doctoral student in mathematics education in the Department of Instruction and Learning, is the 2010 Pennsylvania Teacher of the Year. Switala is a 15-year veteran of the Pine-Richland School District. ✨

A Woman of Letters: Rita Bean Spreads the Literacy Doctrine

By **Niki Kapsambelis**

By the time she graduated from high school in suburban Pittsburgh, Rita Bean (MEd '67, PhD '74) knew what her life's work was going to be. She just didn't know how she was going to get there.

"I always knew I wanted to teach, but I couldn't afford to go to college," says Bean, now emeritus professor in the Department of Instruction and Learning at the University of Pittsburgh School of Education.

It was a long road to the podium, but Bean got a lucky break when she took a job as a secretary for Don Cleland (MEd '40, PhD '50), who happened to be director of the school's reading laboratory. Then, as now, the school was on the cutting edge of literacy education, and Cleland was helping to shape the new International Reading Association (IRA) from a corner of his desk.

"I became fascinated with the whole reading process, and I had the chance to meet some of the experts in the field," she says.

Bean earned enough money to attend Edinboro University of Pennsylvania for her undergraduate degree, where she supported herself by working as

a secretary in the president's office and helping in the reading clinic.

The combined experiences helped her to fall in love with the idea of literacy education.

"Without having literacy skills, you really can't make it in today's society," she explains. "The complex demands—you would have difficulty being successful in a career."

Moreover, she noticed that children who struggle with reading as early as first grade have significant difficulty catching up.

"I was fascinated with how people learn to read and write and why some kids struggle and some kids don't," she says. "I have been in love with the whole idea of being a reading teacher and helping struggling readers get better."

Immediately after graduating, the young teacher accepted a job in Doylestown, Pa., before returning to the Pittsburgh area and teaching in the suburb of Upper St. Clair.

In those early days, children who were identified as poor readers were taken outside the classroom to work with a reading specialist, and there was little or no coordination with the classroom teacher. Later, the specialists were

reintroduced to the classroom, but that model presented its own challenges: The two teachers struggled to work with each other, and the specialist at times felt like an aide.

Bean was among the early champions of the current approach, in which reading specialists often serve as coaches.

"Coaching is, in a sense, teaching," she notes. "Many specialists teach students. But they also serve in other roles, like mentors; they support teachers. And they also serve to set direction for the school." They are literacy leaders in their schools.

Bean knows something firsthand about the value of a good mentor. While she was at Upper St. Clair, she returned to get a master's degree at Pitt, where Cleland, her former boss, served to guide her career in academia.

When she graduated, Bean became a reading specialist for all grades, which was fairly uncommon. She began thinking that the most effective way for her to do her job was not just to work with individual students but rather to serve as a resource who could guide other teachers.

She returned to Pitt again, this time to earn her doctorate and work for an outreach project in the McKeesport, Pa., schools. Ultimately, she accepted a job teaching for the University, where she continued to add to the Pitt legacy of breaking new ground in reading education.

Bean saw IRA grow from the corner of her onetime boss' desk to the world's leading organization of literacy professionals; she grew from the secretary who watched the field's luminaries come and go to becoming one of those stars herself. A member of IRA for more than 40 years, she served on its Board of Directors from 2002 to 2006. She also chaired the Commission on the Role of the Reading Specialist, which conducted a national study that resulted in IRA's position statement on the subject.

Internationally renowned for her work, she also was a member of the Standards Committee for Language Arts for the Pennsylvania Department of Education. In 2009, she was elected to the Reading Hall of Fame, which recognizes contributors who improve reading instruction.

Retired in name only, Bean continues to work on a new national initiative, Response to Intervention (known in Pennsylvania as Response to Instruction and Intervention), which examines the changing function of everyone from the speech and language teacher to the school psychologist, the teacher, and the reading specialist.

"I was curious about how personnel are being used in schools," she says. "What are they being asked to do? What do they need to know?"

Toward that end, Bean is visiting schools throughout western, central, and eastern Pennsylvania for a pilot project that began in April 2010.

"There are going to be many more demands on all of these personnel, and I think what we learn can really help those who prepare—even school psychologists, because they're saying they need to know more about reading instruction," says Bean. In fact, researchers believe literacy plays a key role in all subjects, including math, science, and social studies.

Bean's advice to specialists is to think of themselves as Swiss army knives—"efficient, functional, and versatile," she laughs. Because schools often are constrained by limited resources, the reading specialist must sometimes serve as a literacy coach and be flexible enough to work with both students and other teachers.

Children come to school with great variability in the literacy skills required for learning to read and write. Given these differences in exposure to reading, vocabulary, language, or literacy at home, schools need to be prepared to provide the differentiated instruction that will enable all students to be successful readers and writers.

At the same time, teachers also must know how to teach students the literacy skills that will help them to use technology appropriately. For example, children need to be able to evaluate what they read on the Internet and determine its validity and reliability.

"People have access to so much information. They need to be able to make sense of it," says Bean.

Given those challenges, she is convinced that literacy is as important as ever. Wildly popular series such as *Twilight* or the Harry Potter books have made reading fashionable, and communication through text messages and social networking sites continues to demand mastery of the written word.

"Reading's never going to disappear," says Bean. "You may be reading on a Kindle, but you're going to be reading." ✨

Rita Bean has established a merit-based endowed scholarship for doctoral students in Pitt's reading education program. To qualify, candidates must have written a dissertation addressing the problems facing struggling readers. For information, contact Michael Haas at 412-648-1789.

Faculty Promotions

Patricia Crawford, associate professor in early childhood education in the Department of Instruction and Learning, was awarded tenure in April 2010. Crawford, who joined the University of Pittsburgh in fall 2007, focuses her research on the intersection of early childhood literacy and teacher education. Using a sociocultural framework, Crawford seeks to understand how social practices guide the literacy learning of children and impact the work of their teachers. Children's literature is featured prominently in her research, and currently she is studying the impact of picture books on children's emerging concepts of life circumstances (e.g., aging, adoption, life-text intersections). Crawford's goal is to contribute to the professional development of emerging and practicing teachers. She has published 23 articles in peer-reviewed journals, including the *Journal of Early Childhood Teacher Education*, *Childhood Education*, *Young Children*, and the *Journal of Reading Education*. She also has published five invited articles and eight book chapters.



Patricia Crawford

Michael Gunzenhauser first joined the faculty in 2004, was appointed associate professor in 2008, and received tenure in April 2010. His academic background is in the philosophy of education, and his research focus is on the ethical and epistemological foundations of research methods and educational practices that aim for greater equity and social justice. Currently, he is completing a book on professional ethics for educators working under the constraints of external accountability pressures. Additionally, Gunzenhauser leads an ongoing study on the influences of high-stakes accountability policy on philosophies of education, professional ethics, and opportunities for innovation. Gunzenhauser has published two chapters in books and 11 articles in refereed journals, including *Teachers College Record*, *Philosophical Studies in Education*, *Educational Theory*, *Philosophical Studies in Education*, *Educational Studies*, *Qualitative Inquiry*, and *The Review of Higher Education*.



Michael Gunzenhauser

W. James Jacob was appointed in 2010 to a tenure-stream position in the Department of Administrative and Policy Studies with direct involvement in the higher education management and social and comparative analysis in education programs. He also serves as director of the University of Pittsburgh Institute for International Studies in Education. Prior to joining the Pitt faculty as a visiting assistant professor in 2007, Jacob served as assistant director of the Center for International and Development Education at the University of California, Los Angeles (UCLA). He earned his PhD in education at UCLA and master's degrees in organizational behavior and international development at Brigham Young University. Jacob's current research interests include HIV/AIDS multisectoral capacity building, governance, and prevention and comparative and international higher education. He has consulted with ministries of education and health; UNAIDS, the Joint United Nations Programme on HIV/AIDS; the United



W. James Jacob

Nations Development Programme; the United Nations Educational, Scientific and Cultural Organization (UNESCO); the World Bank; the U.S. Agency for International Development; and multiple nongovernmental organizations on development projects in a number of international contexts. Jacob resides in Pittsburgh with his wife, Natalie, and their three children: Elizabeth Anise, 10; Joshua Ranen, 3; and Michael Jomar, 1.

John Myers was promoted to associate professor with tenure in the Department of Instruction and Learning. Myers joined the faculty of the social studies education program in 2004 after graduating with a PhD in curriculum, teaching, and learning with a specialization in comparative, international, and developmental education from the Ontario Institute for Studies in Education of the University of Toronto. His research has focused on the education of adolescents for democratic citizenship in the 21st century. Specifically, he investigates ways that schools can



John Myers

prepare adolescents to assume the role of democratic citizens, with an emphasis on how adolescents think and make sense of their role in the world. Myers has 11 peer-reviewed publications in journals such as the *British Educational Research Journal*, *Teachers College Record*, *Journal of Social Studies Research*, *International Journal of Educational Research*, and *Theory and Research in Social Education*. ✨

Faculty Accolades

Louis Gomez, professor and Dr. Helen S. Faison Chair in Urban Education, was selected as one of the *New Pittsburgh Courier's* 2010 "50 Men of Excellence." Since 2003, the *Courier* has been honoring men for their professional accomplishments and community work that has benefited the African American population. ✨



Louis Gomez

2009–10 Grant and Research Highlights

Faculty and students in the School of Education were productive when it came to securing research grants during the 2009–10 academic year. Grant funding is at an all-time high, and faculty members are being recognized for their contributions to their profession, with many being invited to speak—and in some cases give keynote addresses—at various events.

Grant funding increased this past year to \$16.8 million, which included funding from the National Institutes of Health, National Science Foundation, Spencer Foundation, and Pennsylvania Department of Education. The areas in which grants and scholarships have been received include assessment and evaluation, enabling factors, obesity prevention and intervention, physical activity, international education, language, literacy and culture, learning science and policy, teaching, teacher education, and curriculum development. ✨

Kerr Appointed Chair of the Department of Administrative and Policy Studies



Mary Margaret Kerr, professor, was appointed chair of the Department of Administrative and Policy Studies in August 2010. Kerr has a distinguished record, within the University of Pittsburgh, nationally, and internationally, for her expertise in supporting the mental health and behavioral needs of children and adolescents in school settings. Linking school-based prevention with mental health treatment, she was the cofounding director (with David Brent) of the STAR (Services for Teens at Risk) Center, a suicide research and training center that has been in existence since 1986. Her work in urban schools has been funded by the William T. Grant, Staunton Farm, and Richard King Mellon foundations; the Watson Institute; and the Heinz Endowments. Since 1980, Kerr has attracted more than \$13 million in research funding to the University. Kerr, a licensed superintendent, also has worked as a senior administrator in urban school districts, bringing

those experiences to her teaching in the new School of Education principals program (Leadership Initiative for Transforming Schools, or LIFTS) and its superintendent program. Within the Pittsburgh Public Schools, she served as director of pupil services, and she was a federal consent decree administrator in the Los Angeles (Calif.) Unified School District for nine years.

As a scholar, Kerr recently has published two books, *School Crisis Prevention and Intervention* and *Strategies for Addressing Behavior Problems in the Classroom* (sixth edition)—the latter coauthored with C. Michael Nelson. She has published manuscripts in journals and magazines, including *Reclaiming Children and Youth*, *Education and Treatment of Children*, *The School Administrator*, and the *Journal of the American Academy of Child & Adolescent Psychiatry*.

Reflecting on the challenges ahead, Kerr commented, “As I look ahead, I hope to refocus our efforts on those who are our primary focus—P–20 students and those who support their educational journeys. We must pursue their collective dreams through our own hard work, high expectations, accountability, ethical actions, and global networks. After all, in the words of [Henry David] Thoreau, ‘In the long run you hit only what you aim at. Therefore, though you should fail immediately, you had better aim at something high.’ ” ✨

Faculty Books Published in 2010

- **S.J. Bagnato**, J.T. Neisworth, and K. Pretti-Frontczak, *LINKing Authentic Assessment and Early Childhood Intervention: Best Measures for Best Practices* (fourth ed.). Baltimore, Md.: Paul Brookes Publishing Co., Inc., 2010.
- C.E. Coburn and **M.K. Stein** (eds.), *Research and Practice in Education: Building Alliances, Bridging the Divide*. Lanham, Md.: Rowman & Littlefield, 2010.
- **R. Donato** and G.R. Tucker, *A Tale of Two Schools: Developing Sustainable Early Foreign Language Programs*. Bristol, UK: Multilingual Matters & Channel View Publications, 2010.
- **C.I. Fertman** and D.D. Allensworth (eds.), *Health Promotion Programs: From Theory to Practice*. San Francisco, Calif.: Jossey-Bass Publishers, 2010.
- N.A. Glasgow, **M. Cheyne**, and R. Yerrick, *What Successful Science Teachers Do: 75 Research-based Strategies*. Thousand Oaks, Calif.: Corwin Press, 2010.
- **M.K. Stein** and **L. Kucan** (eds.), *Instructional Explanations in the Disciplines*. New York, NY: Springer, 2010. ✨

New Faculty Members

Bethany Barone is joining the faculty in the Department of Health and Physical Activity as a tenure-stream assistant professor. Barone earned her PhD in epidemiology at the Johns Hopkins University Bloomberg School of Public



Health in June 2010 with a focus on epidemiological methods, physical activity, obesity, and chronic diseases. Her dissertation research studied the effects of exercise on cardiovascular end points in adults with hypertension and diabetes, and the first of her dissertation manuscripts has been published in *The British Journal of Sports Medicine*. Barone also is experienced in systematic review and meta-analysis, and she has published a series of manuscripts examining the impact of diabetes on cancer prognosis, including in publications such as the *Journal of the American Medical Association* and *Diabetes Care*. Barone was raised in Mt. Lebanon, Pa.; she and her husband, Nick, have a 1-year-old daughter, Ellena.

Paul M. Coen has joined the Department of Health and Physical Activity as a tenure-stream assistant professor. Coen graduated with a PhD in exercise physiology from Purdue University in May 2008. He was awarded a doctoral student grant from the American College of Sports Medicine and a Bilsland Dissertation Fellowship from the College of Liberal

Arts at Purdue University. Since graduating from Purdue, Coen has been a postdoctoral fellow at the University of Pittsburgh School of Medicine. Coen’s postdoctoral research has involved examining the effects of diet- and bariatric surgery-induced weight loss and of exercise training on skeletal muscle lipid metabolism and inflammation in obese insulin-resistant patients. His work has been published in journals such as *Diabetes*, *Diabetes Care*, and *Medicine & Science in Sports & Exercise*. Coen’s dissertation research examined the



beneficial effects of combining exercise training and statin treatment with respect to lipid profile and mediators of inflammation in hypercholesterolemic patients. Coen’s research led to his being published twice in the journal *Metabolism: Clinical and Experimental*.

Charles Munter is a newly appointed tenure-stream assistant professor of mathematics education in the Department of Instruction and Learning. Munter graduated from Vanderbilt University in May 2010, and his experience includes teaching high school mathematics and a master’s course in advanced teaching of mathematics at the elementary school level. His research interests include how mathematics teachers develop visions and practices of high-quality mathematics instruction, measuring aspects of teachers’ knowledge and practice in mathematics

instruction, studying schools and districts as institutional settings of teaching



and learning, and fidelity of program implementation. Munter published some of this work in the conference proceedings from the 31st Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education.

M. Najeeb Shafiq has joined the Department of Administrative and Policy Studies as a tenure-stream assistant professor. Shafiq conducts research on the social benefits of education, child labor, educational gender gaps, and educational privatization in the Middle East, North Africa, South Asia, and the United States. His research has appeared in economics, education, and political science journals. Shafiq also has served as a consultant to the World Bank and various government



and non-governmental organizations. He earned his master’s degree in economics at the University at Buffalo, the State University of New York, and his PhD in economics and education at Columbia University. Prior to joining the Pitt faculty, Shafiq was an assistant professor of education policy studies at Indiana University. ✨

Faculty and Staff Updates

Rita Bean, emeritus professor of education, received the International Reading Association Special Service Award for distinguished service and was inducted into the Reading Hall of Fame in 2009. Established in 1973, the Reading Hall of Fame recognizes individuals who have contributed to improvement in reading instruction. Bean also has received the 2004 Celebrate Literacy Award from the Keystone State Reading Association, a 2004 Distinguished Alumni Award from Edinboro University of Pennsylvania, the 2004 Jean E. Winsand Distinguished Woman in Education Award, a 2002 Pitt Chancellor's Distinguished Public Service Award, the 2000 A.B. Herr Award from the College Reading Association, and a 1985 Pitt Chancellor's Distinguished Teaching Award.

James Greeno, visiting professor in the Department of Instruction and Learning, and **Gaea Leinhardt**, emeritus professor of instruction and learning, were part of a team that received a *Science* Prize for Online Resources in Education from the American Association for the Advancement of Science. The team was led by David Yaron, associate professor of chemistry at Carnegie Mellon University, and team members included Greeno, Leinhardt, Michael Karabinos of Carnegie Mellon, and Carnegie Mellon alumnus Donovan Lange. The team developed the ChemCollective (www.chemcollective.org), a digital library of online activities that

allows students to apply their chemistry knowledge in activities similar to those of practicing chemists and to design and conduct their own experiments. The online experience was developed to supplement textbook problem solving and assist students in understanding abstract concepts through experiments and real-world applications.

Ernest Dettore, STARTS technical assistant in the Office of Child Development, received the 2010 Chancellor's Award for Staff for Excellence in Service to the Community. This University award was created, according to the Office of the Chancellor, to recognize staff members whose work in the community surpasses the expectations of the organizations they serve and whose commitment and effort have made a significant impact on the community. Dettore was recognized for all the work he does as a consultant to others and as a volunteer in helping children. Examples of his service to education and community organizations are his work with Heritage Community Initiatives, Inc., and the 4 Kids program; Shady Lane School; the YMCA of Greater Pittsburgh; Beginning with Books; the Children's Museum of Pittsburgh; and Pittsburgh Action Against Rape.

Michael Ford, associate professor of science education in the Department of Instruction and Learning, was appointed section coeditor for the journal *Science Education*. This journal, according to its Web site, "publishes original articles on the latest issues and trends occurring internationally in science curriculum, instruction, learning, policy and preparation of science teachers with the aim to advance our knowledge of science education theory and practice."

Noreen Garman, professor in the Department of Administrative and Policy Studies, received the 2009 Distinguished Achievement Award from the American Educational Research Association (AERA) on Supervision and Instructional Leadership Special Interest Group. The aim of this interest group is, according to the AERA Web site, "to provide a professional forum for those who are involved in current research, theory, and practice in the supervision of instruction." Over the course of almost 40 years in academia, Garman has contributed greatly to the field of supervision. She was one of the first professors to write about reflection in supervision, the use of study groups in dissertation advising, the use of qualitative and interpretative research methods in the study of supervision, and the importance of teacher judgment. Most recently, she coauthored *The Qualitative Dissertation: A Guide for Students and Faculty* with Maria Piantanida (PhD '82).

Louis M. Gomez, professor and Helen S. Faison Chair in Urban Education, was named one of five senior partners for a new program of work at the Carnegie Foundation for the Advancement of Teaching. The new program "seeks to tackle some of the most nettlesome problems affecting the educational success of a large number of our nation's students," according to the foundation's announcement of the senior partners' appointments. The Carnegie Foundation for the Advancement of Teaching is an independent policy and research center that describes its mission as supporting "needed transformations in American education through tighter connections between teaching practice, evidence of student learning, the communication and use of this evidence, and structured opportunities to build knowledge."

Roger D. Klein, associate professor of applied developmental psychology in the Department of Psychology in Education, received the 2009 award for Distinguished Professional Contributions to Media Psychology, presented by the American Psychological Association (APA)'s Division of Media Psychology at the APA annual convention. Klein has been a member of the Division of Media Psychology since 1988 and has worked as a freelance health reporter for WPXI Channel 11, CNBC, and PBS. He has published a total of 55 videos that complement textbooks from Wadsworth

Publishing. Klein also received a 2001 Pitt Chancellor's Distinguished Public Service Award and the annual Psychology in Media Award from the Pennsylvania Psychological Association in 1982 and 2007.

Lois "Toni" McClendon, Maximizing Adolescent Potentials (MAPS) staff member, was awarded the 2009 Human Rights Award by Church Women United. Church Women United recognized McClendon because she "exhibited and identified those things that bring peace, possibilities, care, and compassion within our community and worldwide." Through the MAPS program, McClendon serves as the community organizer for Communities in Action for Peace, which provides activities such as the Peace Bus and the Youth Dragon Boat League. She also is involved with New Voices Pittsburgh and the Coalition Against Violence, and she is a licensed trainer for Creating a Culture of Peace, which promotes nonviolence training for personal use and social change.

Curtis Smith, adjunct instructor, was honored with distinguished membership in the University of Pittsburgh chapter of the National Society of Collegiate Scholars. Smith was awarded this for his dedication and service to the University and Pittsburgh communities through his roles as an instructor of physical education and a University police officer.

Seth Spaulding, emeritus professor, was honored by the Higher Education Special Interest Group of the Comparative & International Education Society for his contributions and for years of service in the field. Spaulding is a former director of the United Nations Educational, Scientific and Cultural Organization (UNESCO) International Bureau of Education in Geneva, Switzerland, having served between 1983 and 1986. In addition, Spaulding was the director of UNESCO's education department in Paris from 1968–1973.

Karen VanderVen, professor of psychology in education, was awarded a Lifetime Achievement Award by the Academy of Child and Youth Care. VanderVen has a focus on early childhood planning, professionalization of early childhood and child and youth work, leadership development, the developmental role of activity, practical strategies for activity programming, and intergenerational and life span practices. She recently published a book, *Promoting Positive Development in Early Childhood: Building Blocks for a Successful Start* (Springer, 2008). ✨

School of Education Honors Nine at Annual Reception



Pictured from left to right, Jorge Delgado; Kathleen Harrington; Fabio Fontana; Andrew Falk, on behalf of his father, Sigo; Gwendolyn Cartledge; Alan Lesgold; Maria Piantanida; Larry Edelman; Laura Cataldi, on behalf of her daughter, Libby; and Paul Ribisl.

The School of Education honored eight alumni and one graduate student with individual awards at the school's annual Alumni Awards Reception on April 29, 2010, at the Pittsburgh Athletic Association in Oakland. Four departmental awards and five awards in individual categories were presented at the reception.

2010 Distinguished Alumni Award

Gwendolyn Cartledge (BS '65, MEd '68) was the recipient of the Distinguished Alumni Award. Cartledge is a professor of special education at the Ohio State University in Columbus, Ohio. She focuses her professional teaching, research, and writing on students with mild disabilities, the development of social skills, and early intervention for and prevention of learning and behavior problems through effective instruction. Her many works include coauthored books, social skills curricula, and articles in professional journals.

Early Career Award

Fabio E. Fontana (MS '04, MEd '06, PhD '07) received the Early Career Award. Fontana is an assistant professor in the School of Health, Physical Education & Leisure Services at the University of Northern Iowa in Cedar Falls, Iowa. Along with pursuing his passion for teaching, Fontana maintains an active research program, with publications in national peer-reviewed journals. He also has served on several departmental committees and is assisting with the University of Northern Iowa's Kinder Gym program, a physical activity program for children ages 2–5.

Pre-K–12 Educator Award

Kathleen K. Harrington (EdD '98) was the recipient of the Pre-K–12 Educator Award. Harrington is the principal at Pine-Richland Middle School in Gibsonia, Pa. Through her leadership, the school has received numerous accolades. The Pennsylvania Middle School Association recognized Pine-Richland with the Don Eichhorn Award for Outstanding Middle School in 2004 and named it a Don Eichhorn School to Watch in 2007 and 2010. Harrington serves on the State Regional Board of the Pennsylvania Middle School Association and was previously the group's president.

Departmental Alumni Awards

Department of Administrative and Policy Studies

Maria E. Piantanida (PhD '82) received the Alumni Award from the Department of Administrative and Policy Studies. Piantanida is an adjunct associate professor in Pitt's School of Education and in the School of Education at Carlow University in Pittsburgh. At Carlow, she worked with colleagues to develop and teach a Master of Arts program in educational praxis. Piantanida is the coauthor, with Pitt School of Education Professor Noreen Garman, of two editions of *The Qualitative Dissertation: A Guide for Students and Faculty* and coeditor, with Garman, of *The Authority to Imagine: The Struggle Toward Representation in Dissertation Writing*.

Department of Health and Physical Activity

Paul M. Ribisl (EDUC '60) was the recipient of the Alumni Award from the Department of Health and Physical Activity. Ribisl is the Charles E. Taylor Professor of Health and Exercise Science at Wake Forest University in Winston-Salem, N.C., where he also is an associate dean for academic planning. He was a cofounder of Wake Forest's Cardiac Rehabilitation Program, the first outpatient cardiac rehabilitation program in North Carolina. It became a model for 50 additional programs developed in the state over a 20-year period.

Department of Instruction and Learning

Libby Cataldi (MEd '73G, EdD '79) was the recipient of the Alumni Award from the Department of Instruction and Learning. Cataldi is an educator and author of *Stay Close: A Mother's Story of Her Son's Addiction*. It is a story about dealing with addiction without withdrawing love and learning to trust again while remaining attentive to "the cautious triumph of staying clean." Cataldi currently lives in Florence, Italy, where she is on the board of the International School of Florence. She also is a member of the American International League of Women.

Department of Psychology in Education

Larry I. Edelman (SOC WK'75; SHRS '82G) received the Alumni Award from the Department of Psychology in Education. Edelman is a senior instructor in the Department of Pediatrics at the University of Colorado Denver. He has worked in

the fields of early care and education, early intervention, health, education, developmental disabilities, family support, and parental advocacy in more than 45 states. He has written, edited, and produced developmental programs and materials that have been adopted throughout the United States and internationally.

Falk Laboratory School Outstanding Alumni Award

Sigo Falk was the recipient of the Falk School's Outstanding Alumni Award. Falk, who graduated from the school in 1946, is the chair of the Falk Foundation in Pittsburgh. An active member of the Falk School community, Falk has served on numerous nonprofit boards. Currently, he serves as vice chair of Chatham University Board of Trustees and is a trustee of the Historical Society of Western Pennsylvania and the Pittsburgh Symphony Orchestra. Previously, Falk served on the boards of Health Systems Agency of Southwestern Pennsylvania, Allegheny Land Trust, and Pittsburgh Child Guidance Foundation.

Student Leadership Award

Jorge E. Delgado received the Student Leadership Award. He is a fourth-year doctoral student in social and comparative analysis in education in the Department of Administrative and Policy Studies. He also is a K. Leroy Irvis fellow and a research associate at Pitt's Institute for International Studies in Education. Delgado has served as the representative of the Council of Graduate Students in Education to the School of Education's school council. In this capacity, he has served on many committees. ✨

Alumni Updates

1980s

Aliyu Magatakarda Wamakko (BS '80), governor of Sokoto State, Nigeria, was honored with the 2009 West Africa Leadership Award for an outstanding governor of the Economic Community of Western African States by the Africa International Media Organization. Wamakko was recognized for his contributions to education, housing, agriculture, roads, health, and the provision of basic infrastructures. Wamakko also received an honorary doctorate of science from the Commonwealth of Dominica.

1990s

Joanne Canan (MEd '91), a high school teacher in Moon Township, Pa., coauthored a peer-reviewed article, "Computers, Coffee Shops, and Classrooms: Promoting Partnerships and Fostering Authentic Discussion," for the May 2010 issue of *English Journal*.

Molefe Mogapi (MA '96) is a lecturer in the Department of Educational Foundations at the University of Botswana.

Francis Amedahe (PhD '98) is the chair of teacher education and dean of the education faculty at the University of Cape Coast in Ghana.

2000s

Brian White Jr. (MEd '00, EdD '06) became superintendent of the Chartiers Valley School District August 1, 2010. White has been a member of the School of Education executive alumni committee since 2007.

Michael Lucas (MEd '01, EdD '08), principal of Cornell Elementary School, in Coraopolis, Pa., led the school toward receiving recognition as a 2010 Blue Ribbon School from the U.S. Department of Education Blue Ribbon Schools Program, the highest honor a school can receive. Cornell's science, technology, and reading instruction were three areas that were noted as most impressive and cutting edge in the application process. In November, Lucas and his team travelled to Washington, D.C., to receive the award. Lucas also received for the Terrel H. Bell Award for Outstanding School Leadership, which "recognizes outstanding school leaders and the vital role they play in overcoming challenging circumstances," according to the U.S. Department of Education, which distributes the Bell Award. Cornell Elementary partners with the School of Education Reading Program and the Principal's Academy.

Nicholas Greer (MAT '03) was named 2009 Teacher of the Year for the Baltimore City Public Schools and was a finalist for 2010 Maryland Teacher of the Year. Greer is a ninth-grade biology teacher at Baltimore Polytechnic Institute. He leads classes in ingenuity biology, honors biology, and ingenuity science and computers and coaches varsity soccer.

Jennifer Harms Amorosa (MAT '04) graduated from Columbia University College of Physicians and Surgeons medical school in 2009. Amorosa noted that she used many of the experiences she gained as a Master of Arts in Teaching student to shape her medical school experience. Primarily, she used her interest in teaching and learning to become involved in several teaching and learning projects at Columbia. She ran a supplementary instruction program as a second-year student, supervising about 60 of her fellow students as teachers, and has become fairly involved with medical education research.

Gregg Margolis (PhD '05) was the first paramedic selected for the 2009–10 Robert Wood Johnson Health Policy Fellowship. He took a leave of absence from his position as associate director of the National Registry of Emergency Medical Technicians (NREMT) in Columbus, Ohio, to work in health policy and health care reform issues. In September 2010, he returned to NREMT, where he now is applying what he learned from his fellowship experience to his daily responsibilities. Margolis has published several EMT manuals.

Joe DeGroot (MAT '07) was awarded a \$2,000 grant from the Spectroscopy Society of Pittsburgh to conduct a science olympiad for third and fourth graders at Fairless Elementary School in Pittsburgh. At the event, teams of students move from station to station to work on science-related projects.

Darwin Copeland (EdD '08) is a volunteer firefighter, police officer, flight paramedic, registered nurse, teacher, and principal and the assistant director of Parkway West Career and Technology Center in Oakdale, Pa. Recently, he coauthored two chapters and developed several case scenarios for the 2011 edition of the *Critical Care Transport* textbook from Jones & Bartlett Learning. Subsequently, he served as a section editor for a new edition of the publisher's emergency medical technician textbook. Copeland also was one of five individuals asked by International Trauma Life Support to coauthor a coordinator manual and DVD for its pediatric trauma life support course.

Ryan Mays (PhD '09), a graduate of the Department of Health and Physical Activity, is in a postdoctorate position at the

University of Colorado Health Sciences Center studying with Judy Regensteiner, Director of the Center for Women's Health Research.

Jessica Unick (PhD '09) has accepted a postdoctoral position at Brown University working with Rena Wing, professor of psychiatry and human behavior.

2010s

Frances Mary D'Andrea (PhD '10) received the national Council for Exceptional Children Division on Visual Impairments Virginia M. Sowell Student of the Year Award. D'Andrea was the keynote speaker at the School of Education's statewide professional conference in April 2010, and she will

be the keynote speaker at the upcoming professional conference in New Zealand for service providers of the blind and visually impaired.

Amanda Wuchevich (MAT '10) was selected as a Knowles Science Teaching Foundation fellow. The fellowship is for exceptional young teachers committed to making a difference in science or mathematics teaching. It provides for professional development, mentoring, and peer support.

Andrew Poh Sui Hoi (MED '82) completed a PhD in educational measurement and evaluation at the University of Toronto and currently is the acting dean of the Faculty of Education at HELP University College in Malaysia. ✨

In Memoriam

Florence Britton May (MED '74) died December 11, 2009. May was a longtime member of the University of Pittsburgh School of Education Executive Alumni Committee.



Carolyn Burns (BS '10) died on December 27, 2009. Burns was committed to education and owned the Hug-Me-Tight Child-care and Development

Center, where she oversaw all of the programming for the children and main-

tained close connections with the children's families, her staff, and the community. She encouraged her employees to complete their education by participating in the Teacher Education and Compensation Helps Early Childhood Scholarship program. Each year, Burns supported two staff members by allowing them to have time off to attend Pitt to complete their bachelor's degrees in applied developmental psychology. Sadly, she died just prior to completing the final credits toward her own bachelor's degree in applied developmental psychology. Pitt recognized Burns' dedication with a post-humous degree, accepted by her daughter,

Latisha Burns, a master's degree candidate in the health and physical activity program. The Hug-Me-Tight Childcare and Development Center celebrated Burns, her contributions to education, and the awarding of her degree at the center on July 21, 2010.

Maxine Roberts, professor emeritus of elementary education, died January 25, 2010. Roberts obtained her doctoral degree in elementary education from Wayne State University and joined the School of Education in 1956. Throughout her tenure, she served as director of language communications. She retired in 1985. ✨



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The faculty respond to Dean Lesgold's report on the strategic plan.

Well, no, not really. In addition to celebrating the school's 100th anniversary, faculty and staff helped Dean Alan Lesgold celebrate his own personal milestone—his 65th birthday in November.



Milestone