

CUE'd IN

UNIVERSITY OF PITTSBURGH
SCHOOL OF EDUCATION
CENTER FOR URBAN EDUCATION
SPRING 2015 NEWSLETTER
VOLUME 2

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MESSAGE FROM THE DIRECTOR

MOVING URBAN EDUCATION FORWARD

Welcome to the second issue of *CUE'd IN*. I am proud to share with you this issue, which highlights some of the center's work over the last year. The vision for the center remains firmly in place: The Center for Urban Education will be a transformative institution for asset-based discovery, knowledge sharing, and service to urban communities in order to improve educational experiences and the human condition. Although our vision has remained consistent, the focus of our work has crystallized. Through building knowledge, sharing, and serving, our work is organized around three spheres:

COMMUNITY PARTNERSHIP AND ENGAGEMENT: We work with local and regional organizations to more deeply understand communities in order to improve students' education opportunities.

EDUCATOR PREPARATION: We are committed to studying and improving the knowledge, skills, perspectives, and practices of educators preparing for work in urban environments.

STUDENT DEVELOPMENT: Ultimately, we hope to improve educational opportunities and experiences for students from prekindergarten through the doctorate level.

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EYE ON PRACTICE

TRAUMA: WHAT IT IS AND HOW YOU CAN HELP

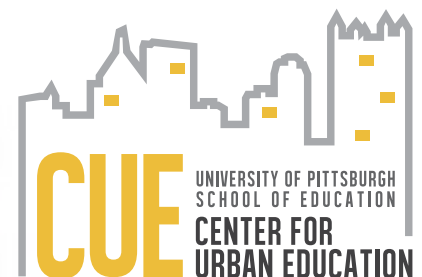
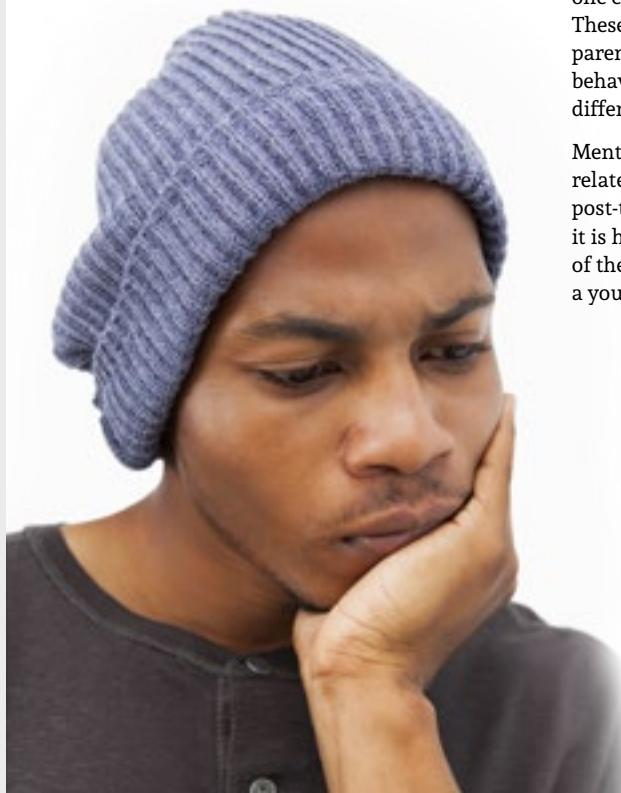
The American Psychiatric Association states that individuals have experienced or witnessed a trauma when they have been exposed to an unexpected event in which someone was seriously threatened, injured, or killed. Teens living in communities with high rates of poverty, crime, and drug use are found to be at increased risk for exposure to events that can evoke post-traumatic stress.ⁱ According to some reports, the director of the Centers for Disease Control and Prevention has estimated that as many as 30 percent of inner-city youths have experienced some traumatic stress, and other researchers have similarly reported that students in urban environments are far more likely than suburban students to be exposed to violence. For example, 85 percent of students within a large urban school district reported witnessing community violence; 65 percent of them also reported being victims of community violence, and 54 percent reported at least one exposure to violence involving a weapon. ^{ii, iii}

A traumatic event can evoke feelings of helplessness, shock, and fear in children and teens. Understanding how these events affect children and teens is an important first step in providing care and support following traumatic experiences. Trauma victims need to regain control; empowering them aids in preventing or mitigating feelings of helplessness. For example, pediatric nurses often talk through procedures with their young patients and offer them choices whenever possible: "You can look or close your eyes. It is okay to cry. You can keep your stuffed animal with you, if you want. Would you rather have your medicine in a pill or liquid?"

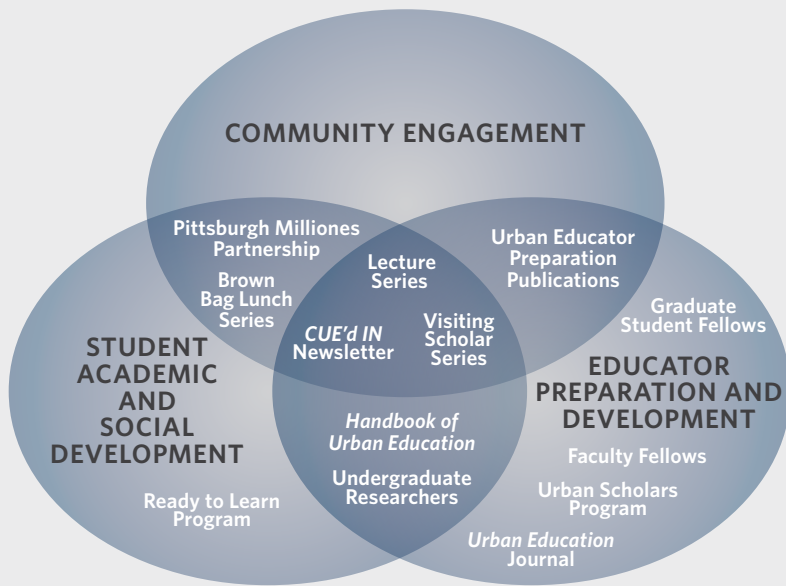
Fear is a natural reaction to the shock a child experiences during a trauma. Each child will respond according to his or her experiences, age, cognitive abilities, and emotional maturity. It is important to remember that the experience of trauma is individual; what may terrify one child may be manageable for another. These disparities often confuse teachers and parents attempting to console children whose behavioral and emotional reactions require different types of support.

Mental health specialists describe two stress-related disorders: acute stress reaction and post-traumatic stress disorder (PTSD).^{iv} While it is helpful to have a general understanding of these disorders, one should not "medicalize" a young person's reaction to stress unless

Continued on page 3 ►



These focal areas are reflected in and anchored through our engagement with people, projects, products, and events. The diagram below provides a snapshot of our concentration areas.



Disparity and educational inequity begin early for Black students—both males and females. Recently, U.S. Secretary of Education Arne Duncan released the 2011–12 Civil Rights Data Collection at ocrdata.ed.gov, which allows online visitors to examine disparities between more privileged students and those whose first language is not English, students of color, those who live in poverty, and those with disabilities. For the first time since 2000, the database provides current information on approximately 16,500 school districts, 97,000 schools, and 49 million students. One of the most profound findings from the data is that, although Black students represent only about 18 percent of total preschool enrollment, in the 2011–12 school year, they made up 42 percent of the preschool students who were suspended once and 48 percent of those suspended more than once. In this way, structural inequity starts early in students' educational experiences. The three areas of concentration above and the associated projects and events that we align with them provide us with the best chance to help improve urban education in Pittsburgh and beyond.

In sharing and discussing the work of the center, I would like to acknowledge the hard work of our team and welcome our newest members. As associate director of research and development, Lori Delale-O'Connor joins the Center for Urban Education from the Washington, D.C., area, where she served as a research scientist at Child Trends, a nonprofit policy center. Abiola Farinde, who recently earned her doctoral degree at the University of North Carolina at Charlotte, joins the team as a postdoctoral research fellow. Ira Murray, former vice president of community impact with the United Way of the Capital Area (serving Hinds, Madison, and Rankin counties in Mississippi), joins the team as a full-time doctoral student focused on outside-of-school learning. Adam Alvarez, formerly a special education teacher, also joins the team as a full-time doctoral student interested in trauma and student development.

We are pleased to welcome these individuals to the team and look forward to building knowledge about and contributing to urban education.

Enjoy the issue!

RICH MILNER, Director, Center for Urban Education, and Dr. Helen S. Faison Chair in Urban Education, University of Pittsburgh School of Education

CENTER HIGHLIGHTS



DONOR SPOTLIGHT

The Center for Urban Education (CUE) is grateful for the support of its inaugural donors, the McGrevin Family Fund [Gene (CAS '66) and Carol (EDUC '64) McGrevin, pictured above], the Heinz Endowments, and Robert and Judith Law. If you would like to contribute to the work of CUE, please contact Michael Haas, director of constituent relations, School of Education, at mbh26@pitt.edu or Lori Delale-O'Connor, associate director of research and development, Center for Urban Education, at loridoc@pitt.edu. ■



ALAN LESGOLD AWARD FOR EXCELLENCE IN URBAN EDUCATION

During the 2014 fall lecture, presented by Geneva Gay of the University of Washington, **Alan Lesgold**, Renée and Richard Goldman Dean of Pitt's School of Education, was honored for his role in the founding of the Center for Urban Education. His unwavering support for



and committed involvement in the center were also recognized. Lesgold was presented with a plaque, and his family attended the lecture event to celebrate with him. Officially named the Alan Lesgold Award for Excellence in Urban Education, the prize will be awarded by CUE in recognition of an individual, organization, or initiative emphasizing, advancing, and/or supporting the work of urban education. CUE applauds trailblazers—locally and elsewhere—who are committed to improving educational experiences and opportunities for those in urban schools, districts, and communities. ■

► CENTER HIGHLIGHTS continued on page 10

EYE ON PRACTICE

it impairs daily life. This could make youths feel that something is wrong with them or that they have somehow failed. On the other hand, identifying stress reactions is helpful to trauma victims, who often feel better knowing they are not the only ones who feel this way.

In summary, educators should become familiar with the signs of acute stress reactions so that they can spot problems requiring specialized treatment or support. On the other hand, giving children and teens the message that their responses are unusual or “sick” should be avoided. The following section details more common responses to trauma.

TYPICAL RESPONSES TO TRAUMA

Those who experience trauma often have one or more emotional, physical, behavioral, or cognitive reactions. Many of these reactions echo the essential elements of the traumatic experience.

HELPLESSNESS

- Desire to control what happens
- Irritable when not given choices or power in making decisions
- Bossy with family and friends
- Critical of others; judgmental; argumentative
- Being stubborn; insisting on having his/her own way
- Inflexibility; narrowed focus on self
- Showing off; risk-taking behaviors

SHOCK

- Being upset with changes in routine
- Wanting more frequent communication with parents
- Asking questions repeatedly to get information about what is going to happen
- Dependence on routines at school and at home
- Exhibiting moodiness or anger
- Demonstrating an inability to concentrate; absentmindedness

FEAR

- Poor appetite or nervous eating
- Frightened by darkness, monsters, strangers, “bad guys,” or reminders of the event
- Use of alcohol and/or other drugs to calm his/her fears
- Anxious when separated from parents or caregivers
- Fearful of going to school
- Concerned about his/her own health and that of loved ones
- Nervousness; hypervigilance (easily startled)
- Less willing to try unpredictable social situations or new experiences, including academic assignments and tests, sports competitions, and public performances
- Demanding reassurance and attention

Other signs of stress include general anxiety, guilt, withdrawal from others, and disinterest in engaging in favorite activities (known as anhedonia).

Remember that a single exposure to a traumatic event can interfere with concentration, memory, and cognition. What follows are tips and resources to help youths with these reactions to trauma.

GENERAL SUPPORTS FOR YOUTHS

- Return students to a sense of normalcy. Restart or recreate routines and predictable events for students as soon as possible.
- Be sensitive to the student’s school environment. Be aware of reminders of the traumatic event (e.g., a deceased student’s name or a fire drill). If these are unavoidable, make a plan with the child about how to manage them.
- Prepare students for the unexpected so that they feel in control of what is happening each day.
- Provide a safe place for students if they need breaks or want to talk about their traumatic experience.
- Offer your support, but do not assume you know what the child wants. Letting the child know that you are there if he or she wants to talk can be reassuring and allows the child to make the choice.
- Recognize that behaviors such as forgetfulness and distractibility may be short-term reactions to the traumatic event. Be prepared to redirect, encourage the student to take a break, or provide more time and support for assignments.
- Provide students with reasonable choices, but do not abandon routines and reasonable rules. Students who experience trauma often have feelings of chaos or loss of control; by providing them with choices and structure, you allow them to regain their sense of security.

Other academic supports that may benefit students include adapting assignments, providing additional time on tests and homework, allowing students to leave class to visit a safe space or adult, making available graphic organizers and guided notes, arranging for tutoring, and providing time management support such as assignment reminders. ■

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RESOURCES:

PROJECT REASSURE

Visit projectreassure.pitt.edu to find easy-to-read tips for reassuring children and teens.

NATIONAL CHILD TRAUMATIC STRESS NETWORK

Visit nctsn.org for a comprehensive set of resources on trauma.

TREATMENT AND ADAPTATION SERVICES CENTER

Visit traumaawareschools.org to learn about schoolwide evidence-based interventions: Cognitive Behavioral Intervention for Trauma in Schools (CBITS), Supports for Students Exposed to Trauma (SSET), and Psychological First Aid—Listen, Protect, Connect (PFA—LPC).

Visit the Trauma Informed Care Project at traumainformedcareproject.org to learn more about this treatment model.

¹ American Psychiatric Association, *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5)*, Arlington, Va.: American Psychiatric Publishing, 2013.

² Jaycox, L., Supporting Students Exposed to Trauma: The SSET Program. Retrieved from <https://traumaawareschools.org/tsaResources/resourcecenter>.

³ Retrieved from <http://themedicalblog.net/2014/05/18/cdc-30-of-inner-city-youth-suffer-from-ptsd/>.

⁴ McGill, T.M., Self-Brown, S.R., Lai, B.S., Cowart-Osborne, M., Tiwari, A., LeBlanc, M., and Kelley, M.L., “Effects of Exposure to Community Violence and Family Violence on School Functioning Problems among Urban Youth: The Potential Mediating Role of Posttraumatic Stress Symptoms,” *Frontiers in Public Health*, 2014.

CUE 2014 YEAR IN REVIEW

SPRING 2014 TERM

Spring 2014 was a busy and exciting time for the Center for Urban Education (CUE). Following the center's noteworthy relaunch in fall 2013, the spring term brought about growth and new programming.

BROWN BAG LUNCH SERIES

To kick off the spring term, the CUE Brown Bag Lunch Series held its inaugural discussion in January 2014. **Chuck Munter** facilitated the conversation, which centered around race, culture, and learning. **Learn more about the Brown Bag Lunch Series and find citations for the articles discussed on page 10.**

GIRLS COALITION OF SOUTHWESTERN PENNSYLVANIA

In mid-January, CUE's graduate student assistants, **Joshua "J.C." Childs** and **Heather Cunningham**, represented the center at a film screening and panel discussion event hosted by the Girls Coalition of Southwestern Pennsylvania. The film *American Promise*, a documentary investigating the American school system and the interwoven complexities of race, culture, and class, was shown to an audience of community members and city residents. In the conversation following, Childs and Cunningham spoke to the role of the Center for Urban Education, both at Pitt and in the broader field of urban education studies, especially in relation to the narrative discussed in the documentary. **See the What Works in Urban Education section on page 13 for a detailed description of the Girls Coalition of Southwestern Pennsylvania and its regional presence in support of young women's empowerment.**

PITT DAY IN HARRISBURG

In early March, CUE director **Rich Milner** traveled to Harrisburg, Pa., with other University representatives to participate in advocacy, lobbying, and conversation as part of Pitt Day at the state capitol. Milner shared CUE's plans and progress with state legislators, then-Governor Tom Corbett's staff and cabinet members, and community representatives and interest groups. The center's involvement with Pitt Day in Harrisburg helped to raise awareness of CUE's launch on both a macro

and a micro level, thereby helping to facilitate new connections within and outside the campus community.

VISITING SCHOLAR SERIES



CUE hosted **Mark Gooden**, an associate professor at the University of Texas at Austin, as the center's first visiting scholar. Gooden held a professional development session for faculty members on achieving work/

life balance in academia. He also spoke with graduate students about the importance of understanding epistemological stances in research. In his concluding presentation, Gooden spoke to Pitt and local community members about disciplinary practices in public schools and their impact on students of color, including data newly released by the U.S. Department of Education Office for Civil Rights in his lecture.

SPRING TERM LECTURE



GLORIA LADSON-BILLINGS LECTURE

In April 2014, CUE presented its spring term lecture featuring **Gloria Ladson-Billings**, Kellner Family Chair in Urban Education at the University of Wisconsin-Madison. Ladson-Billings delivered "Stakes IS High: Educating New Century Students" at

the University Club to a standing room-only crowd of 300-plus attendees. The dynamic and moving presentation began with a spoken word performance by Propel Andrew Street High School's show choir and student spoken word group, the Propelling Poets. The reception following included a table fair of area nonprofits and other organizations that host programs, offer resources, and sponsor other youth development initiatives. Ladson-Billings' lecture can be viewed online at tinyurl.com/ofhpi4e.

BOOK STUDY LUNCHEON

In conjunction with the lecture event, CUE held a book study luncheon in the School of Education's Colloquium Room. More than 55 students, faculty members, teachers, administrators, and community supporters attended the lunch discussion, at which Ladson-Billings led an engaging conversation surrounding her widely read book, *The Dreamkeepers: Successful Teachers of African American Children*. Among the esteemed guests were local school board members, leading school administrators, nonprofit organization heads, current and retired educators, and other advocates for urban education. The following week, CUE sponsored a Reflection Into Action panel discussion, partnering with A+ Schools, the Hill District Education Council, the Pittsburgh Public Schools, Propel Schools, and the Pitt School of Education Social Justice and Diversity Committee. Incorporating recommendations from Ladson-Billings' lecture, attendees engaged in reflection and brainstorming, with the goal of forming new partnerships and strategies for action.

HOMEWOOD EARLY LEARNING HUB BOOK AND GAME DRIVE

Throughout the term, CUE, in collaboration with the School of Education, sponsored a book and game drive to benefit the Homewood Early Learning Hub. CUE advisory board member **Shannon Wanless** was instrumental in facilitating this partnership and distributing the collected books and games. The School of Education's Departments of Psychology in Education and Instruction and Learning played a fundamental role in the collection as well. More than 250 contributions were made, helping to end CUE's spring term on a high note.

FALL 2014 TERM

CUE began the new academic year with a schedule of events and activities designed to bring various audiences together, to spark conversations, and to build connections between and among urban schools and communities.

TEAM RETREAT

In late August, CUE held a team retreat to welcome new faculty member **Lori Delale-O'Connor**, postdoctoral fellow **Abiola Farinde**, and doctoral students **Adam Alvarez** and **Ira Murray**. Growing from five to nine team members was exciting and inspiring as the center began to envision plans and projects for the coming year and for the years ahead.

READY TO LEARN PROGRAM

Under Farinde's direction, the Ready to Learn (RTL) program got its start, bringing in 12 Pitt sophomore scholars for interactive learning seminars at CUE and on-site training at Pittsburgh Milliones 6–12, University Preparatory School, in the Hill District. Sophomore scholars were welcomed to the program with a reception and orientation in October. **For more details on the program, please see page 7.**

BROWN BAG LUNCH SERIES

The CUE Brown Bag Lunch Series continued in the fall, featuring **Tanner Wallace** as September's lunch discussion facilitator. The session's designated reading and conversation revolved around urban teacher preparation and, more generally, context-specific teacher education. The further growth of the Brown Bag Lunch Series led to new discussion topics and facilitators, including several School of Education doctoral students.

FACULTY AND STUDENT GRADUATE FELLOWS

With **Lori Delale-O'Connor's** guidance and planning, CUE launched its new Faculty and Student Fellows programs, affiliating more than 40 members of the School of Education with CUE. This distinction grants faculty members and graduate students

the opportunity to access urban education resources, engage with visiting scholars and lecturers, collaborate with and establish research networks, and assume active roles in planning and organizing CUE-sponsored events. **See page 18 for the full member listing.**

FALL TERM LECTURE

GENEVA GAY LECTURE

On Thursday, October 30, 2014, CUE welcomed **Geneva Gay**, professor of education at the University of Washington. Gay focuses on multicultural education and curriculum theory. To share and discuss her widely read book *Culturally Responsive Teaching: Theory, Research, and Practice*, CUE held a roundtable lunch discussion. Attendees included teachers; administrators; and local district officials, including Pittsburgh Public Schools superintendent **Linda Lane**. Pitt faculty members and students were also invited.

Later, in her lecture presentation, Gay shared stories and perspectives with more than 200 audience members. Titled "Culture, Teaching, and Learning," Gay's lecture provided statistics and anecdotes that highlighted successful teaching strategies based on students' learning styles and cultural backgrounds. A recording of the lecture and CUE's interview with Gay can be viewed at tinyurl.com/qgmc325.

TABLE FAIR

Encouraging participants to take advantage of local resources, CUE hosted a reception and table fair featuring 11 community organizations, which included GLSEN (Gay, Lesbian, & Straight Education Network) of Pittsburgh and the Urban League of Greater Pittsburgh, following the presentation. Audience members enjoyed refreshments and conversation shaped by ideas proposed in the lecture. CUE offers a special thanks to School of Education Department of Instruction and Learning faculty member, CUE advisory board member, and CUE Faculty Fellow **Mandi Davis Skerbetz** for her dedication in coordinating the community organization fair. ■

FOR MORE INFORMATION ABOUT CUE'S LECTURE EVENTS AND VISITING SCHOLAR SERIES, PLEASE SEE PAGE 12.



PHOTOS FROM TOP TO BOTTOM:

Members of the Pitt community as well as local school teachers and administrators, including Pittsburgh Public Schools Superintendent Linda Lane (top far left), engage with Geneva Gay at the fall book study luncheon.

Geneva Gay delivers her presentation to a crowd at Pitt's Scaife Hall.

Pittsburgh Millionaires students perform at the fall 2014 lecture.

Angela Allie, principal of Propel Andrew Street High School, fields a question during the panel discussion following Gay's lecture.

AN ONGOING PARTNERSHIP: PITTSBURGH MILLIONES AND THE UNIVERSITY OF PITTSBURGH

The partnership between Pittsburgh Milliones 6–12, University Preparatory School, and Pitt’s Center for Urban Education continues to provide Pittsburgh Milliones leaders, teachers, and students with opportunities to collaborate with Pitt faculty. Currently, eight faculty members are leading practical, conceptually relevant initiatives at Pittsburgh Milliones. CUE facilitates the partnership and associated projects with aims to improve students’ academic achievement, social/emotional development, and overall well-being. ■



SUPPORTING GROWTH, ENHANCING EDUCATION

To further support growth and development in Pittsburgh, the Center for Urban Education (CUE) invited two scholars to share their perspectives and expertise with Pittsburgh Milliones administrators as well as members of the Hill District community.



The first guest, **Perry Daniel**, visited Pittsburgh in January 2014 to consult with school leaders at Pittsburgh Milliones. Daniel holds an MA in school administration from Centenary College of Louisiana and an EdD in educational leadership and administration from Stephen F. Austin State

University. While he previously served as principal at Prescott Business Academy, he currently serves as head of school for the Louisiana Virtual Charter Academy. Having visited numerous schools and districts over the last seven years, Daniel is also highly recognized for his national work in supporting school leaders in building productive school climate. Daniel conducted two days of schoolwide observation and interviewed students, teachers, and staff at Pittsburgh Milliones. He then provided a detailed report to the leadership, offering resources and recommending ways to improve academic achievement, school culture, teacher morale, and educator effectiveness.

In April 2014, CUE partnered with the University of Pittsburgh [Department of Africana Studies](#) to welcome a second guest, **Gloria Boutte**, to meet with Pittsburgh’s Hill District Education Council (HDEC) about its involvement with Hill District schools, including Pittsburgh Milliones. Boutte serves as a Distinguished Professor in and chair of the Department of Instruction and Teacher Education at the University of South Carolina, where she is also the Yvonne and Schuyler Moore Child Advocacy Distinguished Chair. Her research focuses on pedagogies and teaching for social justice, and she frequently gives presentations on curriculum, instruction, and diversity issues. Boutte facilitated a two-day learning and strategic planning meeting with HDEC. Council members discussed strategies for educational justice; thoroughly reviewed their Education Success Plan; and reflected on their organization’s opportunities, challenges, and next steps to best support the schools. With guidance from Boutte, HDEC members also discussed how to develop successful partnerships with schools’ central and building administrations, local higher education institutions, and the Pittsburgh community as a whole.

The CUE team thanks these visitors as well as those who have contributed to the Pittsburgh Milliones partnership. The [Pitt School of Social Work](#) and YMCA of Greater Pittsburgh, in particular, have been exemplary partners. ■

THE READY TO LEARN PROGRAM

In fall 2014, the Center for Urban Education (CUE) launched the Ready to Learn (RTL) program, a pilot partnership serving ninth-grade students at Pittsburgh Millions 6-12, University Preparatory School. RTL is a two-year tutoring and mentoring program, as well as a research study, that connects University of Pittsburgh sophomores with Pittsburgh Millions ninth graders to help build their English/language arts, mathematics, and social skills. The goal of RTL is not only to help Pittsburgh Millions students to excel academically but also to help them become engaged and informed leaders in their communities. Both the Pitt sophomore scholars and the Pittsburgh Millions student mentees receive a stipend for their participation and ongoing commitment to the RTL program.

Working closely with the school's leadership team and English/language arts and mathematics teachers, RTL recruited 23 committed Pittsburgh Millions students to

engage with 12 devoted Pitt sophomore scholars. Sophomore scholars collectively spend many hours each week mentoring, tutoring, and engaging with their ninth-grade student peers. With the support of program manager **Abiola Farinde**, Pitt sophomore scholars develop competencies in five key areas: urban context, pedagogy, mentoring and tutoring, empirical research, and arts and technology. Learning mastery in each area is essential for scholars preparing for their work in urban schools, both within and beyond the context of the RTL program.

Scholars also explore urban students' diverse educational needs through critical reflections, interactive seminars, meaningful field observations, and relationship building in the community. As a cumulative project, scholars will conduct an action research project requiring them to create a technological—yet arts-focused—tool to enhance their mentees' personal progress. ■



TOP LEFT PHOTO: CUE graduate assistant Adam Alvarez leads a team-building activity with the RTL sophomore scholars.

TOP RIGHT PHOTO: RTL sophomore scholars, ninth-grade Pittsburgh Millions students, and program coordinators Abiola Farinde and Adam Alvarez gather for a picture at the school.

BOTTOM LEFT PHOTO: RTL sophomore scholar Taylor Barkside and her mentee Nason Pearson pause for a picture at Pittsburgh Millions.

BOTTOM RIGHT PHOTO: RTL sophomore scholars present Tracy Pelkowski (MED '09, PhD '14) with a certificate of recognition following a seminar in which Pelkowski spoke about conducting empirical research.

HONORING STUDENT VOICES

The Center for Urban Education (CUE) is committed to connecting with its immediate community, listening to real students' voices, and working to meet student needs.

There are many outstanding students involved in CUE's Ready to Learn (RTL) program. In this newsletter issue, CUE features sophomore RTL mentor **Michelle Nkumsah** and ninth-grade RTL mentee **Diamon Butler** from Pittsburgh Millionaires 6-12, University Preparatory School.

INTERVIEW WITH PITT SOPHOMORE SCHOLAR:

MICHELLE NKUMSAH

How would you describe yourself?

"I am a little bit of everything. I am usually reserved when I meet people. Then, once I know you, I can be silly—my real personality. In my work, I am very structured, even a bit [of a] perfectionist. When I find something I really like to do, I become extremely passionate about it."

What areas of study interest you?

"I switched my major from premed to social work. I want to pursue a career with a social justice focus, but I am still very interested in health. I am becoming more interested in education, too. At the center [of these interests] are race and race relations, so I am minoring in Africana studies."

What are you involved in here at Pitt and in the community?

"Besides the RTL program, I am also involved in the African Students Organization as fundraising chair. I co-mentor for Partners in Progress, too, which is a group for underrepresented scholarship recipients."

"Most recently, I participated in Pitt's student-organized 'die in' to express dissatisfaction with the recent Ferguson incident with the police."

Why is that important to you?

"I don't want to be the type of person who just talks about what frustrates me. I want to be a doer; I want my actions to play a part in real change. Posting on social media is cool, but anyone can sit behind a computer and post something. I want to know, 'What are you doing about it?' That is why I stay involved with events in the community."



"I don't want to be the type of person who just talks about what frustrates me. I want to be a doer; I want my actions to play a part in real change."

—MICHELLE NKUMSAH,
Pitt sophomore

Why did you choose to join the Ready to Learn program as a sophomore scholar?

"That's a funny story. I saw a flyer about the program but didn't respond. One day, I was sitting on the bench [near CUE] when Abiola [Farinde, RTL program manager,] passed by. She [later] came back to talk with me about RTL. I was interested but became even more interested as I learned more about the program."

"Being part of the first RTL group is exciting because it is a work in progress, and we are very detailed in what we do. Now, when I am engaged in observations in class, I find myself taking notes to learn and capture as much as possible."

"This is helping me grow. As an African American female, I am enlightened because our students at Pittsburgh Millionaires, which serves mostly African American students, have different experiences from me and from each other."

How did you feel on the day you were going to meet your student mentees?

"I prayed a lot. I called my mom; she prayed with me. I was nervous—you want the students to like you. It felt awkward at first. I had never been in an urban school before. You hear stories and information from people, but I found that [their information] was not the truth. My scholars are interesting, and it was much easier than I thought [it would be]."

What do you hope comes of this experience for you and for the students you mentor?

"I hope our scholars feel inspired by being in this program. I also hope that we can learn from each other and develop meaningful life skills. I want to help my scholars find ways to make learning relevant. School can be like a game, and I want to help them find strategies to win."

What motivates you?

"In a general sense, doing the right thing drives me. I don't like when people make excuses for not doing the right thing. I wonder about the students I work with. Are they missing out on opportunities because someone [in their lives] isn't doing the right thing? Holding people accountable when they aren't doing the right thing moves me."

What do you hope your life will be like five years from now?

"I will have a master's degree in social work and maybe a dual degree. I could focus on public health. I expect to be working in the community and moving on to a doctorate program."

INTERVIEW WITH
PITTSBURGH MILLIONES
NINTH-GRADE STUDENT:
DIAMON BUTLER

How would you describe yourself to someone who has never met you?

“I think I’m shy and sometimes have a hard time meeting new people. I am funny, and I like to make jokes. I am also athletic and energetic.”

Describe some of your favorite things inside and outside school.

“I like to be outside, attend different programs, and play sports. In school, my favorite class is Algebra, because it’s fun once you learn it. It’s not boring, and I feel like I have a good grasp of it. I’m involved in this program [RTL]. I’m also thinking about running track this year.”

What do you want to be when you grow up?

“I want to be a pediatrician. I will need to know biology and how to work with kids. I want to work with newborn babies and kids up to age 4.”

Is school important to you? Why?

“School is important. You need the guidance here to help you through life. That’s not just for me; that advice is for everybody.”

Why did you join the RTL program, and what do you hope to get out of it?

“At an open house, my teacher gave us information about the program and forms to sign up. I was interested in [getting] support in reading and math and maybe even learning stuff for next year, like to get ahead. Also, I might be able to get information about pediatrics. It could be good to learn from other people about what I am interested in.”



“School is important. You need the guidance here to help you through life. That’s not just for me; that advice is for everybody.”

—DIAMON BUTLER,
Pittsburgh Milliones
ninth grader

Describe how you felt on the day you were going to meet your mentor.

“Well, I saw the lady from Pitt [Abiola Farinde] in the office, and she told me my mentor would be at school that day. I wasn’t nervous, but I was thinking, ‘I hope my mentor is talkative but also doesn’t ask me too many questions.’”

What do you hope your life will be like five years from now?

“I hope to have a job and maybe be working or training with a pediatrician, plus I will have to be in school. I hope to have money and a car and maybe a side job, too.”

How do you want to be remembered? What do you want people to say about you?

“I want people to say she was a good student. She was quiet, but she loved to entertain. She was smart [and] kind, and she always liked to help. She was really good at interacting with other people. That’s how I want others to remember me.” ■

Do you know a Pitt sophomore student or a ninth grader at Pittsburgh Milliones who might be interested in participating in the Ready to Learn (RTL) program? Or would you or your organization like to support or partner with RTL?

Contact program manager and postdoctoral fellow **Abiola Farinde** at afarinde@pitt.edu for more information. CUE looks forward to hearing from you!

CENTER HIGHLIGHTS

BROWN BAG LUNCH SERIES

The Center for Urban Education invites participants to study prominent issues in urban education through the Brown Bag Lunch Series. Bring your lunch and join CUE for the next session. All faculty members and graduate students, especially junior faculty members and doctoral students, are invited to attend.

Session facilitators are listed in bold underneath dates.

FEBRUARY 27, 2014

Chuck Munter, Instruction and Learning

Na'ilah Suad Nasir, Cyndy R. Snyder, Niral Shah, and Kihana Miraya Ross, "Racial Storylines and Implications for Learning," *Human Development*, 55(5-6): 285-301, 2012.

MARCH 25, 2014

Amber Pabon, Instruction and Learning

Gloria Ladson-Billings, "Critical Race Theory—What It Is Not," in M. Lynn and A.D. Dixson (eds.), *Handbook of Critical Race Theory in Education*, New York, N.Y.: Routledge, Taylor & Francis Group, 2013.

APRIL 22, 2014

Gina Garcia and Linda DeAngelo, Administrative and Policy Studies

Patricia Gándara, *California: A Case Study in the Loss of Affirmative Action*, Los Angeles, Calif.: University of California, Los Angeles, Civil Rights Project, 2012.

SEPTEMBER 18, 2014

Tanner Wallace, Psychology in Education

Kavita Kapadia Matsko and Karen Hammerness, "Unpacking the 'Urban' in Urban Teacher Education: Making a Case for Context-specific Preparation," *Journal of Teacher Education*, 65(2): 128-44, 2014.

OCTOBER 16, 2014

Amanda Godley and Kaylan Moore, Instruction and Learning

Django Paris, "Culturally Sustaining Pedagogy: A Needed Change in Stance, Terminology, and Practice," *Educational Researcher*, 41(3): 93-7, 2012.

NOVEMBER 20, 2014

Lauren Allen, Learning Research and Development Center, Learning Sciences and Policy Program

Angela Calabrese Barton and Edna Tan, "We Be Burnin'! Agency, Identity, and Science Learning," *Journal of the Learning Sciences*, 19(2): 187-229, 2010.



Tanner Wallace (top center) leads the September 2014 Brown Bag Lunch discussion with graduate students and faculty members.



Amanda Godley (seated at table, second on left) poses a question to colleagues about culturally sustaining pedagogy at the October 2014 Brown Bag Lunch.

2015 CUE EVENTS

BROWN BAG LUNCH SERIES

WEDNESDAY, JANUARY 21, 2015

Facilitated by Sharon Ross, Department of Health and Physical Activity, School of Education, University of Pittsburgh

Charles E. Basch, "Physical Activity and the Achievement Gap among Urban Minority Youth," *Journal of School Health*, 81 (10): 626-34, 2011.

CUE Conference Room
4118 Wesley W. Posvar Hall
230 South Bouquet Street, Pittsburgh, PA 15260

THURSDAY, FEBRUARY 19, 2015

Led by Ed Brockenbrough, assistant professor and director of the Urban Teaching and Leadership Program, Warner School of Education, University of Rochester, with Amber Pabon, Department of Instruction and Learning, School of Education, University of Pittsburgh

Ed Brockenbrough, "Becoming Queerly Responsive: Culturally Responsive Pedagogy for Black and Latino Urban Queer Youth," *Urban Education*. Published online August 28, 2014: uex.sagepub.com/content/early/2014/08/27/0042085914549261.

Ed Brockenbrough, "Emasculation Blues: Black Male Teachers' Perspectives on Gender and Power in the Teaching Profession," *Teachers College Record*, 114(5): 1-43, 2012.

Cosponsored by the University of Pittsburgh K. Leroy Irvis Fellowship Program; School of Education Department of Instruction and Learning; School of Social Work Center on Race and Social Problems; and Gender, Sexuality, and Women's Studies Program

MONDAY, MARCH 30, 2015

Facilitated by Kenyon Bonner, interim vice provost and dean of students, Division of Student Affairs, University of Pittsburgh, and Janard Pendleton, director, Pursuing the Promise Program, University of Pittsburgh

William A. Smith, Walter R. Allen, and Lynette L. Danley, "'Assume the Position ... You Fit the Description': Psychosocial Experiences and Racial Battle Fatigue among African American Male College Students," *American Behavioral Scientist*, 51(4): 551-78, 2007.

CUE Conference Room
4118 Wesley W. Posvar Hall
230 South Bouquet Street, Pittsburgh, PA 15260

Cosponsored by the School of Education Social Justice and Diversity Committee

VISITING SCHOLAR SERIES

MONDAY, JANUARY 26, 2015

Tyrone Howard, professor of education and director, Black Male Institute, University of California, Los Angeles

DIVERSITY WORKSHOP 3:

"Diversity 103: Practical Approaches to Difficult Dialogues" and Lunchtime Talk: "What Is the Temperature? Assessing Racial and Gender Climate in Higher Education"

WEDNESDAY, MARCH 25, 2015

DIVERSITY WORKSHOP 4:

"Diversity 104: Creating a Safe, Diverse, and Respectful Workplace" and Lunchtime Talk: "Changes and Challenges: Campus Climate in an Era of Shifting Demographics"

Presentations will take place in the

School of Education Colloquium Room
5604 Wesley W. Posvar Hall
230 South Bouquet Street, Pittsburgh, PA 15260

Cosponsored by the School of Education Office of the Dean

LECTURE SERIES

THURSDAY, MARCH 19, 2015

4-5:30 p.m.

"Succeeding in This City? Reframing Deficit Discourses about Black Youth and the Pittsburgh Schools That Educate Them"

Shaun Harper, associate professor and executive director, Center for the Study of Race and Equity in Education, Graduate School of Education, University of Pennsylvania

University Club, Ballroom A
123 University Place, Pittsburgh, PA 15260

TUESDAY, MARCH 24, 2015

4-5:30 p.m.

"Reflection Into Action: Succeeding in This City? Black Youth and Pittsburgh Schools"

Panel discussion facilitated by CUE and cosponsors A+ Schools, the Pittsburgh Public Schools, the Hill House Association, the Hill District Education Council, the Pittsburgh Promise, and the Duquesne University Office of Multicultural Affairs

One Hope Square
1901 Centre Avenue, Pittsburgh, PA 15219

CENTER HIGHLIGHTS

SCHOOL OF EDUCATION URBAN SCHOLARS PROGRAM UPDATES AND HIGHLIGHTS

The Urban Scholars Program was created to increase the number of Master of Arts in Teaching (MAT) graduates who teach urban school students. Teacher candidates gain knowledge, skills, experiences, and mind-sets to best serve students' needs and facilitate their success.

Initially proposed by Devin Browne (MEd '99), a Pittsburgh Public Schools teacher, the Urban Scholars Program developed as a collaboration between the University of Pittsburgh School of Education, the Center for Urban Education (CUE), and local school districts—including the Pittsburgh Public Schools, Propel Schools, and the McKeesport Area School District—to address the need for effective, well-trained teachers in urban schools. Through these partnerships, Urban Scholars obtain professional development, on-site support, and early consideration for full-time positions.

URBAN SCHOLARS PROGRAM COMPONENTS AND BENEFITS:

- Personalized support throughout and beyond the program
- Weekly seminars addressing specific learning needs
- Access to experts, research, and valuable resources through CUE
- A well-rounded urban school experience facilitated by an extended time commitment at school placement sites, allowing scholar interns to provide extra assistance around the school and engage in relationship-building activities with students such as tutoring and extracurricular activity sponsorship
- Engagement with students inside and outside the classroom, leading to a meaningful understanding of how best to reach and teach urban school students
- An earned MAT degree and a content-specific teaching certificate upon graduating as well as a year's experience teaching in an urban middle/high school in the Pittsburgh area
- A merit scholarship for program participation

During the 2013–14 and 2014–15 academic years, Pitt placed 23 and 32 Urban Scholars, respectively, in Pittsburgh-area urban schools. The scholar interns were paired with mentor teachers in various secondary content areas. The Urban Scholars' supervisors also received training from Pitt's School of Education in partnership with the Pittsburgh Public Schools.

For more information about the Urban Scholars Program, please contact Erika Gold Kestenberg, program coordinator, at erikagk@pitt.edu. ■

ABOUT CUE'S LECTURE EVENTS

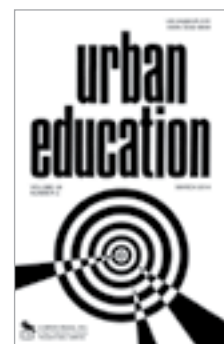
Every fall and spring term, the Center for Urban Education (CUE) hosts a nationally renowned scholar to highlight promising research, advocate for new practices, and share key findings from his or her work. **Pedro Noguera**, a sociologist and Peter L. Agnew Professor of Education at New York University, was featured as CUE's [inaugural lecturer](#) in fall 2013.

Read more about the spring and fall 2014 lecture speakers in the Academic Year in Review section on pages 4 and 5. ■

ABOUT CUE'S VISITING SCHOLAR SERIES

The Visiting Scholar Series was designed to introduce University of Pittsburgh faculty and students to leading researchers and theorists in urban education. CUE collaborates with visiting scholars to lead workshops and seminars around a designated topic. The intent of this series is to deepen the understanding of and improve educational practices in schools and communities. In spring 2014, CUE invited **Mark A. Gooden**, an associate professor at the University of Texas at Austin, to serve as the inaugural visiting scholar. **Read more about the Visiting Scholar Series in the Year in Review section on page 4.** ■

URBAN EDUCATION JOURNAL HIGHLIGHTS



Urban Education, an academic publication featuring thought-provoking commentary on key issues from gender-balanced and racially diverse perspectives, is published eight times throughout the calendar year. Supported by the University of Pittsburgh School of Education,

the journal is produced by SAGE Publications, and **Rich Milner** currently serves as editor in chief.

Urban Education will soon publish a special issue on hip-hop education to be guest edited by **Emery Petchauer** of Oakland University. In addition, the March 2015 issue will feature an article by **Shaun Harper**, an associate professor at the University of Pennsylvania Graduate School of Education, that constructs antideficit counter-narratives about boys of color and urban education. ■

WHAT WORKS IN URBAN EDUCATION

The Center for Urban Education is dedicated to highlighting practices, programs, and policies that have made a difference in urban schools and communities. In this section, we highlight promising, supportive organizations and institutions—in Pittsburgh and beyond—that contribute to student success and benefit families, teachers, and others in education.

GIRLS COALITION OF SOUTHWESTERN PENNSYLVANIA

The Girls Coalition of Southwestern Pennsylvania exists to fulfill a critical need for those who serve, support, and advocate for girls to have opportunities to network with peers, share information, improve referrals, and ensure that programming is informed by the latest research and best practices. Founded in 2007, the Girls Coalition integrates young women and girls into its work so that their voices can help influence the people, programs, and services designed to support them. Though girls have faced barriers to education and discrimination in the fields of math and science, the Girls Coalition believes that education is one of the most important tools to help girls and young women defy stereotypes, overcome obstacles, and succeed in achieving gender equity. For more information, please visit girlscoalitionswpa.org.



WARD HOME, INC.

Ward Home serves and mentors at-risk young adults. The organization's mission is to help at-risk youths to develop practical life skills in safe, nurturing environments so they can live independently as well-adjusted individuals and contributing members of the community. The organization envisions itself as a primary provider of independent living programs in Southwestern Pennsylvania and seeks to empower at-risk youths to transition into situations that encourage lifelong independence and success. For more information, visit wardhome.org.



1HOOD MEDIA ACADEMY

1Hood Media Academy is a dynamic organization of artists, performers, and mentors that supports young people in various ways. Through workshops, performances, online songs, videos, and photography, young people are encouraged to critically analyze media messages, broaden their experiences with media, and build skills to create their own media messages. 1Hood suggests that because the media distort reality, it is crucial that youths develop media literacy. Furthermore, educating youths about these realities will enable them to counteract the negative effects distorted media messages can have. Through 1Hood Media Academy's mentoring, youths learn to create quality products while practicing self-expression. For more information, visit 1hood.org.

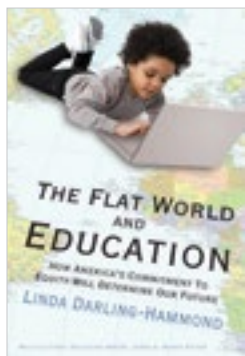


Paul Bradley is interviewed by (pictured left to right) Isaac Hall, Antonio Lancaster, and Jassaun Davidson at the Father Ryan Arts Center in the McKees Rocks section of Pittsburgh as part of SLB Radio's 2014 Crossing Fences Program. Photograph courtesy SLB Radio Productions, Inc.

SLB RADIO PRODUCTIONS, INC.

The Saturday Light Brigade (SLB) Radio Productions, Inc. is an organization that uses radio and audio recording to encourage children, youths, and families to share stories, feelings, and ideas. SLB's activities promote verbal literacy, listening and communication skills, self-esteem and confidence, community engagement, critical and creative thinking, and out-of-school learning. Audio recording is the primary medium used because it provides a sense of intimacy, engagement, and self-directed imagination. Since its establishment in 1978, SLB has undergone many improvements. Programming has grown substantially, expanding to include technical and self-expression workshops as well as off-air workshops for youths from 8 to 18 years of age. SLB's offerings also include reflective essay-writing and recording workshops, youth broadcasting, and career exploration. Approximately 8,000 youths are served each year. Media projects produced by SLB participants can be found at neighborhoodvoices.org. For additional information, please visit slbradio.org. ■

As the field of urban education has grown and effective policies, programs, and practices have increasingly been identified, a number of books have been instrumental in conceptualizing the challenges and solutions to problems related to urban education. This section is dedicated to highlighting books that help shape what is known about urban education and ways to improve policies, practices, and programs that have a real bearing on student, teacher, administrator, and community success. The Center for Urban Education hopes that readers will add these books to their libraries to enhance their knowledge about improving urban schools, education, and communities.



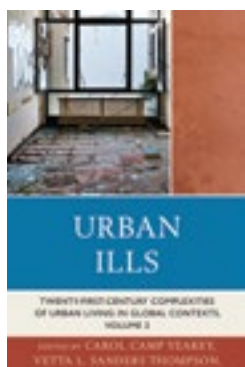
The Flat World and Education: How America's Commitment to Equity Will Determine Our Future
by Linda Darling-Hammond (2009)

FOCUS:
An explanation of how to build systems of high-achieving, equitable schools in the United States



Colormute: Race Talk Dilemmas in an American School
by Mica Pollock (2004)

FOCUS:
An examination of the role race plays in school discipline, achievement, curriculum, reform, and education inequality



Urban Ills: Twenty-first-Century Complexities of Urban Living in Global Contexts

Edited by Carol Camp Yeakey, Vetta Sanders Thompson, and Anjanette Wells (2013)

FOCUS:
Explores the challenges and dynamics at play in urban communities and neighborhoods



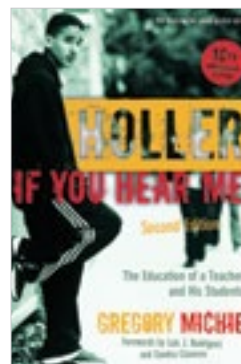
Fires in the Bathroom: Advice for Teachers from High School Students
by Kathleen Cushman (2003)

FOCUS:
Insight from students themselves into how to best teach teens in urban settings



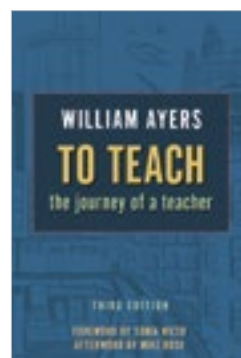
The Art of Critical Pedagogy: Possibilities for Moving from Theory to Practice in Urban Schools
by Jeffrey M.R. Duncan-Andrade and Ernest Morrell (2008)

FOCUS:
A discussion of how to practice critical pedagogy in the context of urban schools



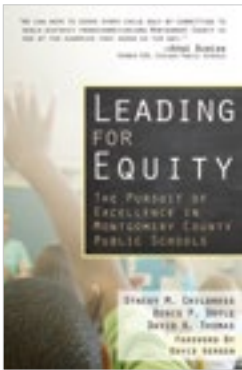
Holler If You Hear Me: The Education of a Teacher and His Students
by Gregory Michie (1999)

FOCUS:
Explores teaching practices that specifically pertain to urban schools and students



To Teach: The Journey of a Teacher
by William Ayers
(third edition; 2010)

FOCUS:
Teaching in the midst of school reform and policy debate. The third edition is paired with a new comic book version that examines what teaching can be.



Leading for Equity: The Pursuit of Excellence in the Montgomery County Public Schools

by Stacey M. Childress, Denis P. Doyle, and David A. Thomas (2009)

FOCUS:

Provides a relevant, practice-based model for challenging race- and class-based achievement and opportunity issues in schools across the nation

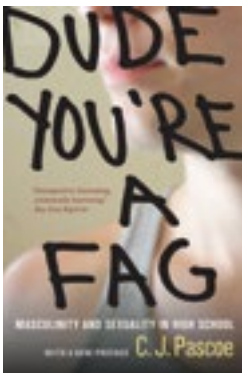


Black Male(d): Peril and Promise in the Education of African American Males

by Tyrone C. Howard (2013)

FOCUS:

Examines the performance of African American male students in the United States; investigates factors that influence teaching and learning; offers suggestions on how to improve male students' life and school experiences

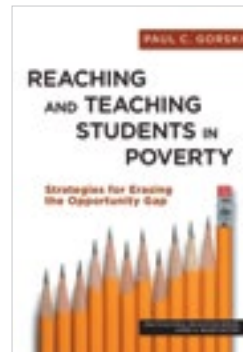


Dude, You're a Fag: Masculinity and Sexuality in High School

by C.J. Pascoe (2011)

FOCUS:

Analyzes sexuality and gender identity and their impact on students and social dynamics in school environments

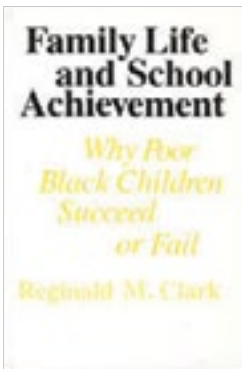


Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap

by Paul C. Gorski (2013)

FOCUS:

Evidence-based strategies for creating equitable, bias-free learning environments and opportunities for low-income youths



Family Life and School Achievement: Why Poor Black Children Succeed or Fail

by Reginald Clark (1983)

FOCUS:

Discusses school success strategies for parents, teachers, administrators, and policymakers; conveys that family culture is an important indicator of academic potential for children beyond family structure and income

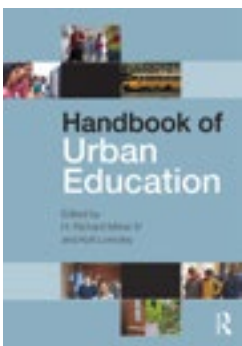


The Latinization of U.S. Schools: Successful Teaching and Learning in Shifting Cultural Contexts

by Jason G. Irizarry (2011)

FOCUS:

Advises practitioners on how to improve achievement outcomes by capturing perspectives of Latino youths and providing empirically based recommendations from a participatory action research project



Handbook of Urban Education

Edited by H. Richard Milner IV and Kofi Lomotey (2013)

FOCUS:

Leading scholars in urban education focus on inner-city matters relating to educational research, theory, policy, and practice from both historical and future needs perspectives. Charts a course of action in moving urban education forward.



The New Jim Crow: Mass Incarceration in the Age of Colorblindness

by Michelle Alexander (2010)

FOCUS:

A call to action for racial justice; addresses the concept of color blindness by examining topics ranging from the War on Drugs and the criminal justice system to education

CUE LEADERSHIP TEAM ANNOUNCEMENTS AND SALUTES



Recently, Center for Urban Education (CUE) director **RICH MILNER**'s policy brief, *Policy Reforms and De-professionalization of Teaching*, was showcased as a National Education Policy Center [publication](#). In September 2014, his research was featured in an *neaToday* feature, "[The Testing Obsession and the Disappearing Curriculum](#)." Shortly after, Milner's work appeared in *The New York Times* in an [essay on homework and resource access](#) and in *Education Week* in an [essay on preschool and race](#). rmilner@pitt.edu



LORI DELALE-O'CONNOR assumed her position as associate director for research and development in summer 2014. She recently served as a presenter at the Senator John Heinz History Center and at a Heinz Endowments-sponsored summit promoting leadership and academic success among Black males in Pittsburgh. In addition, she contributed a chapter titled "Safely 'Other': The Role of Culture Camps in the Construction of a Racial Identity for Adopted Children" to the recently published book *Race in Transnational and Transracial Adoption*. loridoc@pitt.edu



ERIKA GOLD KESTENBERG continues her role as associate director for community partnerships and practice and will assume a new position as program coordinator for the Urban Scholars Program in the School of Education Department of Instruction and Learning. She is also assisting in the development of the Certificate in Urban Education, which is currently in early planning stages. erikagk@pitt.edu



ABIOLA FARINDE earned her PhD from the University of North Carolina at Charlotte in 2014 and assumed the position of CUE's first postdoctoral fellow soon after. Farinde has several refereed journal articles in press, including "Pathways to Teaching: An Examination of Black Females' Pursuits of Careers as K-12 Teachers." Coauthored with Jennifer LeBlanc and Amanda Otten, this article will soon be published in *Educational Research Quarterly*. afarinde@pitt.edu



Center administrator **GRETCHEN HILDERBRAND**, an alumnus of the Public Allies AmeriCorps National program, was recently highlighted for her continued commitment to education in the Coro Center for Civic Leadership's monthly newsletter. In fall 2014, she was accepted into Pitt's Joseph M. Katz Graduate School of Business, where she is now pursuing MBA studies part time. grh25@pitt.edu



Graduate research assistant and doctoral student **JOSHUA "J.C." CHILDS** was named a 2014 David L. Clark scholar by the University Council for Educational Administration (UCEA) and the American Educational Research Association. Childs has coauthored a forthcoming chapter in the *Handbook for Urban Educational Leadership* with Rich Milner and Judson Laughter, who serves as an assistant professor of English education at the University of Tennessee, Knoxville. Childs recently accepted a position as assistant professor of educational administration at the University of Texas at Austin, and he looks forward to serving in this new role following graduation. jdc63@pitt.edu



Graduate research assistant and doctoral student **HEATHER BOSSERT CUNNINGHAM** was a featured panelist for the Girls Coalition of Southwestern Pennsylvania community film screening and discussion on middle-class African American families navigating the American education system. Cunningham and her colleague, Tracy Pelkowski (MEd '09, PhD '14), will present findings from their dissertation research at the American Educational Research Association annual meeting in April 2015. hlib34@pitt.edu



Graduate research assistant and K. Leroy Irvis Fellow **IRA MURRAY** joined CUE in fall 2014. Murray, a doctoral student, comes to CUE from Jackson, Miss., and is working to build Pitt's partnership with the Hill District Education Council. Recently, Murray's coauthored article about community and other education-influencing factors outside of school was accepted by the journal *Equity & Excellence in Education*. iem3@pitt.edu



Graduate research assistant and doctoral student **ADAM ALVAREZ** began his work with CUE in fall 2014 after moving to Pittsburgh from Austin, Texas. He currently helps to plan and coordinate CUE's Ready to Learn program. Alvarez is also collaborating with colleagues to author a manuscript entitled "Colorism as a Salient Space of Race in the Preparation of Teachers" (in press). aja49@pitt.edu

NOT PICTURED:
CLAIRE DEMPSEY, CUE undergraduate office assistant

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel."

—MAYA ANGELOU

FACULTY PUBLICATIONS RELATED TO URBAN EDUCATION

CUE Faculty Fellows have been busy publishing their research related to urban education. While not exhaustive, the list below represents a range of research recently conducted and/or published within and in conjunction with the University of Pittsburgh.

*Bold indicates a University of Pittsburgh faculty member, researcher, or student.

THOMAS AKIVA WITH CORTINA, K.S., AND SMITH, C., “Involving Youth in Program Decision-making: How Common and What Might It Do for Youth?” *Journal of Youth and Adolescence*, 43(1): 1844–60, 2014.

HEATHER J. BACHMAN WITH DEGOL, J.L., “Preschool Teachers’ Classroom Socialization Practices and Low-income Children’s Self-regulation Skills,” *Early Childhood Research Quarterly*, accepted.

PATRICIA A. CRAWFORD, “Beyond Words—Using Language and Literature to Teach Compassion for Others,” in M.R. Jalongo (ed.), *Teaching Compassion: Humane Education in Early Childhood*, Heidelberg, Germany: Springer, 2014.

ELLICE A. FORMAN, “Communities of Practice in Mathematics Education,” in S. Lerman (ed.), *Encyclopedia of Mathematics Education*, Springer, 2014.

JODY LYNN FULTON AND **BARBARA KIMES MYERS**, “Your Children, My Children. Why Not Our Children? Dilemmas in Early Childhood Education,” *Childhood Education*, 90(1): 3–10, 2014.

KATRINA BARTOW JACOBS, “‘A Visitor in a Stranger’s Home’: Exploring the Role of Field Experiences in the Socialization of Early Career Literacy Teachers,” *LEARNing Landscapes*, in press.

AMBER PABON, “Waiting for Black Superman: A Look at a Problematic Assumption,” *Urban Education*, October 19, 2014.

MANDI DAVIS SKERBETZ AND **DOUGLAS E. KOSTEWICZ**, “Consequence Choice and Students with Emotional and Behavioral Disabilities: Effects on Academic Engagement,” *Exceptionality*, 23(1): 14–33, 2015.

MICHAEL VALENTI AND **MARY MARGARET KERR** WITH BROWN, E.B., “Building Emotional Supports: How Teachers’ Emotional Labor Informs Therapeutic Alliances for Youth with Emotional and Behavioral Disorders,” *Report on Emotional & Behavioral Disorders in Youth*, 15(1): 4–9, 2015.

TANNER LEBARON WALLACE WITH **SUNG, H.C.**, AND **WILLIAMS, J.D.**, “The Defining Features of Teacher Talk within Autonomy-supportive Classroom Management,” *Teaching and Teacher Education*, 42: 34–46, 2014.

CUE NEWSLETTER EDITORIAL BOARD

A graduate student editorial board was appointed to provide input and guidance in the development of this newsletter. Tasked with curating content and thematic direction, the board ensures that this publication is accessible to the broader University, Pittsburgh, and education communities. The board’s service exemplifies dedication to bringing urban education issues to the forefront of conversation.

KATE BOWERS, PhD student in social and comparative analysis in education, Administrative and Policy Studies

KAITLYN BRENNAN, PhD student in special education, Instruction and Learning

LORETTA FERNANDEZ, PhD student in language, literacy, and culture, Instruction and Learning

ROBERT E. FRIONI (MAT ’00, EdD ’13), EdD graduate in school leadership, Administrative and Policy Studies

HILLARY J. KOLLER, MA student in social and comparative analysis in education, Administrative and Policy Studies

OSCAR MEDINA, PhD student in social and comparative analysis in education, Administrative and Policy Studies

OSCAR PATRÓN, PhD student in school leadership, Administrative and Policy Studies

PAUL SPRADLEY, EdD student in social and comparative analysis in education, Administrative and Policy Studies

CUE SCHOOL OF EDUCATION ADVISORY BOARD

An advisory board to CUE was appointed by Renée and Richard Goldman Dean Alan Lesgold. These members consult with CUE on issues related to development and enactment of the goals, mission, and vision of CUE.

ANNA ARLOTTA-GUERRERO, Psychology in Education

BILL BICKEL, Administrative and Policy Studies

TRISH CRAWFORD, Instruction and Learning

JENNIFER ELY, Health and Physical Activity

AMANDA GODLEY, Instruction and Learning

AMBER PABON, Instruction and Learning

RACHEL ROBERTSON, Instruction and Learning

MANDI DAVIS SKERBETZ, Instruction and Learning

MICHELLE SOBOLAK, Instruction and Learning

TANNER WALLACE, Psychology in Education

SHANNON WANLESS, Psychology in Education

ASHLEY WOODSON, Instruction and Learning

FACULTY AND STAFF NEWS



2014–15 CENTER FOR URBAN EDUCATION FELLOWS

With the intent to foster a community of interdisciplinary scholars engaged in urban education research, theory, policy, and practice, CUE offered faculty members and graduate students the opportunity to become CUE Fellows. The center announced a call for applications and was overwhelmed by the positive response it received. CUE affiliation provides fellows with the opportunity to build collaborative research projects, share and discuss issues in urban education, and showcase research and development projects. The photo above is a snapshot of some of CUE's Faculty and Graduate Student Fellows at a recent reception. CUE is proud to recognize all Faculty and Graduate Student Fellows named below.

FACULTY FELLOWS:

TOM AKIVA, Psychology in Education
HEATHER BACHMAN, Psychology in Education
WILLIAM BICKEL, Administrative and Policy Studies
AMY BOWSER, Psychology in Education
TRISH CRAWFORD, Instruction and Learning
LINDA DEANGELO, Administrative and Policy Studies
ELLICE FORMAN, Instruction and Learning
AMANDA GODLEY, Instruction and Learning
MICHAEL GUNZENHAUSER, Administrative and Policy Studies
JENNIFER IRITI, Learning Research and Development Center (LRDC)
KATRINA BARTOW JACOBS, Instruction and Learning
MARY MARGARET KERR, Administrative and Policy Studies
LINDSAY CLARE MATSUMURA, LRDC/Learning Sciences and Policy
JASON MENDEZ, Administrative and Policy Studies
CHUCK MUNTER, Instruction and Learning
BARBARA KIMES MYERS, Instruction and Learning
AMBER PABON, Instruction and Learning
MAUREEN PORTER, Administrative and Policy Studies
VERONICA SARDEGNA, Instruction and Learning
MANDI DAVIS SKERBETZ, Instruction and Learning
MICHELLE SOBOLAK, Instruction and Learning
JOHN WALLACE JR., School of Social Work
TANNER WALLACE, Psychology in Education
ASHLEY WOODSON, Instruction and Learning
CAROL WOOTEN, Administrative and Policy Studies

GRADUATE STUDENT FELLOWS:

SARAH AMANFU, Administrative and Policy Studies
CHRISTINA ASHWIN, Instruction and Learning
KATE BOWERS, Administrative and Policy Studies
KAITLYN BRENNAN, Instruction and Learning
JENNIFER BRIGGS, Psychology in Education
TEAK DENARD, Administrative and Policy Studies
LORETTA FERNANDEZ, Instruction and Learning
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