CEHD Newsletter, March 25, 2011

Please submit newsletter items to Laurie Juliana at (ljulian1@gmu.edu).

Faculty News

Margo Mastropieri (mmastrop@gmu.edu) and Tom Scruggs (tscruggs@gmu.edu) are the recipients of the 2011 American Educational Research Association (AERA) Special Education Research SIG Distinguished Researcher Award. The Distinguished Researcher Award is given to recognize a distinguished record of excellence in research related to the education of persons with disabilities. The award will be presented during the AERA conference that will be held in New Orleans from April 8–12.

A Professional Development School (PDS) partnership for which Kristien Zenkov (kzenkov@gmu.edu) is a key participant was selected as a 2011 recipient of the National Association for Professional Development Schools (NAPDS) Award for Exemplary Professional Development School Achievement. The PDS partnership that earned the award is the Master of Urban Secondary Teaching program at Cleveland State University. Kristien, who was the research partner for the program and conducted several of the research projects for which the program was honored, attended the awards ceremony on March 10 at the NAPDS National Conference in New Orleans.

Fred Bemak (fbemak@gmu.edu) and Rita Chi-Ying Chung (rchung@gmu.edu) have received the 2011 Courtland Lee Social Justice Award from the Southern Association of Counselor Educators and Supervisors (SACES). The Courtland Lee Social Justice Award is presented annually to members of SACES in recognition of exemplary work in the attainment and furthering of social justice. The recipients’ work might positively affect a group, community, region, or the nation as whole. The work might be case specific or more generalized but must have strong and clear ties to the betterment of society through the righting of past wrongs in a proactive, just, and meaningful way.

Rita Chi-Ying Chung (rchung@gmu.edu) and Fred Bemak (fbemak@gmu.edu) were two of eight people taped for an American Counseling Association film titled “Giving Back to the Community.” The film will be presented for two days at the opening sessions of the American Counseling Association Annual Conference in New Orleans on March 25 and 26.

Fred Bemak (fbemak@gmu.edu) and Rita Chi-Ying Chung (rchung@gmu.edu) published an article titled “Post-Disaster Social Justice Group Work and Group Supervision” in the Journal for Specialists in Group Work 36(1), 3–21.
Fred Bemak (fbemak@gmu.edu) was interviewed on March 15 for an ABC News story titled “Japanese, Waiting in Line for Hours, Follow Social Order After Quake” on the mental health issues in Japan after the earthquake and tsunami. The link to the story is: http://abcnews.go.com/Health/japan-victims-show-resilience-earthquake-tsunami-sign-sense/story?id=13135355

Becky Fox (rfox@gmu.edu) has been named to the editorial board of Research in Second Language Learning. This new book series will provide peer-reviewed research publications that focus on advancing our understanding of second language specific pedagogy promoting a research-based approach to the decision-making process in second language teaching/learning. The series invites articles from all methodological approaches to research.

Becky Fox (rfox@gmu.edu) spent three days in January at the American Council on the Teaching of Foreign Languages as a member of the National ACTFL NCATE program audit team.

Becky Fox (rfox@gmu.edu), Steve White (cwhite1@gmu.edu), and Julie Kidd (jkidd@gmu.edu) have published “Program Portfolios: Documenting Teachers’ Growth in Reflection-Based Inquiry” in Teachers and Teaching: Theory and Practice, 17(1), 149–167.

Becky Fox (rfox@gmu.edu), with colleagues YuLan Lin of Boston Public Schools and Barbara Lindsay of the University of Connecticut, presented an invited Webinar on strengthening connections as an invited preconference segment of the Northeast Conference on the Teaching of Foreign Languages online community initiative. The Northeast Conference on the Teaching of Foreign Languages will be held in Baltimore from April 1–5. Becky’s Webinar, on March 9, was titled “Strengthening Connections: International Colleagues Supporting and Maintaining Meaningful Professional Development With WL Teachers Through Technology.” The accompanying materials are available at http://www2.dickinson.edu/prorg/nectfl/documents/NECTFL2011ColleaguesWorkingGroup.pdf

Angela Wiseman and Becky Fox (rfox@gmu.edu) have published an article titled “Supporting Teachers’ Development of Cultural Competence Through Teacher Research” in Action in Teacher Education, 32(4).

Shawn (Seungwon) Lee (slz@gmu.edu) and Joe Goldblatt published “The Current and Future Impacts of the Global Financial Crisis Upon Festivals and Events: Where Do We Go From Here?” in International Events, 21(4), 42–47. The article is the feature story of the winter issue and is available from http://issuu.com/ifea_world/docs/ie_volume_21_issue_4/1
Jenice View (jview@gmu.edu) was one of two scholars interviewed on February 8 for a local news segment on WAMU called “Scholars Discuss Teaching Black History Month.” The segment is available online at http://wamu.org/news/11/02/08.php#40698

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Camp ‘Cleanup’ Makes Homeless Status Criminal” in Parks and Recreation, 46(3), 33–37.

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Cardiac 911 Call, No CPR, No Liability” in Parks and Recreation, 46(2), 33–39.

Marjorie Hall Haley (mhaley@gmu.edu) gave two presentations at the National Association for Bilingual Education on February 17 in New Orleans. The titles of her two papers were “Using Socio-Cultural Theory as a Nexus for Collaborative Practices in ESL Teacher Training” and “Opening U.S. Gateways to Teaching Arabic and Chinese Classroom Communities.”

Marjorie Hall Haley (mhaley@gmu.edu), Rachel Grant (rgrant4@gmu.edu), doctoral student Melissa Ferro (mferro@gmu.edu), and Georgetown University instructor and GSE alumna Sherry Steeley published an article titled “New Dimensions in Language Teacher Preparation: Bridging Divides in Critical Need Languages” in US-China Foreign Language 9(1), 45–54.

Marjorie Hall Haley (mhaley@gmu.edu) was a featured keynote speaker for the New York State Association for Bilingual Education on March 5. The title of her talk was “Making Brain-Compatible Differentiated Instruction Come Alive for English Language Learners.”

David Wiggins (dwiggin1@gmu.edu) published “With All Deliberate Speed: High School Sport, Race, and Brown v. Board of Education” in the fall 2010 issue of the Journal of Sport History, 37(3), 329–346.

David Wiggins (dwiggin1@gmu.edu) published “Physical Activity Among African American Women: A Response to Karla Henderson” in the February issue of Quest, 63(1), 85–88.

On February 22, David Wiggins (dwiggin1@gmu.edu) served as an academic consultant for a traveling exhibit called “Hometown Teams: Sports in American Communities.” The exhibit was sponsored by the Smithsonian Institution.

Leslie Morton (lmorton1@gmu.edu) was a featured guest speaker for the annual Early Childhood Professionals Development Day held on March 5 on the Fairfax campus of George Mason University. Leslie conducted a forum on “Professionalism and Civility in the Workplace.” Over 100 participants elected to take part in the interactive session that was sponsored by Mason’s Childhood Development Center.
Anastasia P. Samaras (asamaras@gmu.edu) and colleague Mieke Lunenberg from Vrije University in Amsterdam published “Developing a Pedagogy for Teaching Self-Study: Lessons Learned Across the Atlantic” in *Teaching and Teacher Education, 27*(4). The article is available online.

Anastasia P. Samaras (asamaras@gmu.edu) has been elected to serve as chair-elect of the Self-Study of Teacher Education Practices SIG of the American Educational Research Association. Her 2-year term begins in 2011.

Kevin Clark (kclark6@gmu.edu) and Kim Sheridan (ksherida@gmu.edu) have an article in the *Mason Research 2011* magazine (pps. 20–22) titled “Using Computer Game Design to Boost Interest in High-Tech Careers.” The article discusses the Game Design Through Mentoring and Collaboration (GDMC) program, funded by the National Science Foundation, that aims to increase student interest in science, technology, engineering, and mathematics (STEM) in traditionally underserved communities by providing an environment in which students learn the basics of professional-level 3-D modeling and animation software, as well as the logic of game design and programming.

Kim Sheridan (ksherida@gmu.edu) was invited to be part of a working group on Arts and Human Development convened by the National Endowment for the Arts and the U.S. Department of Health and Human Services on March 14 in Washington, D.C.

Kim Sheridan’s (ksherida@gmu.edu) article, “Envision and Observe: Using the Studio Thinking Framework for Learning and Teaching in the Digital Arts,” is published in the current issue of *Mind, Brain, Education 5*(1).

Kim Sheridan (ksherida@gmu.edu) facilitated the Presidential Salon talk for the Society of Research in Art Education at the National Art Education Association Conference in Seattle on March 18.

Kim Sheridan (ksherida@gmu.edu) was a member of a panel on art and game design at the National Art Education Association Conference in Seattle on March 19.

David Anderson (danderso@gmu.edu) gave the opening address for the 25th Annual College Conference on Alcohol Abuse Prevention. He provided an overview of national- and Virginia-based efforts to reduce drug and alcohol abuse, as well as challenges for conference attendees. Held at the Mason Inn from February 25–27, the conference hosted 250 participants from 25 Virginia colleges and universities. At the conference, David also led an all-day discussion with professionals from throughout the Commonwealth as part of his leadership role with the Virginia College Alcohol Leadership Council.
Len Annetta (lannetta@gmu.edu) and Stephen Bronack are the editors of the book, *Serious Educational Game Assessment: Practical Methods and Models for Educational Games, Simulations and Virtual Worlds*. The book is published by Sense Publishers in Amsterdam.

Len Annetta (lannetta@gmu.edu), J. Minogue, M. Cook, J. Shymansky, and B. Thurmond have published “Rural Elementary School Teacher Attitudes Toward Varying Science Teacher Professional Development Activities at a Distance” in *Evidence-Based Education*, C.L. Fund and W.Y. Yip (Eds).

Len Annetta (lannetta@gmu.edu), R. Lamb, B. Bowling, and R. Cheng have published “Assessing Engagement in Serious Educational Games: The Development of the Student Engaged Learning in a Technology Rich Interactive Classroom (SELTIC)” in the *Handbook of Research on Improving and Motivation Through Educational Games*, P. Felicia (Ed).

Len Annetta (lannetta@gmu.edu), W. Deluca, J.L. Annetta, C. Deluca, K. Peterman, and D. Vallett presented the paper, “Investigating High School Students’ Spatial Visualization and Mental Rotation Ability in a Technology Focused Project-Based Learning Science Program,” on January 5 at the annual Hawaii International Conference on Education in Honolulu.

W. Deluca, Len Annetta (lannetta@gmu.edu), C. Deluca, and J.L. Annetta presented the paper, “The GRIDs Project: Using a Data-Rich Learning Environment to Develop Higher-Order Thinking and Metacognitive Skills” on January 7 at the annual Hawaii International Conference on Education in Honolulu.

Len Annetta (lannetta@gmu.edu) presented “Methods of Evaluating Games and Simulations” on January 12 at the National Oceanic and Atmospheric Administration Games and Simulation Summit in Silver Spring.

J.A. Shymansky, T.L. Wang, Len Annetta (lannetta@gmu.edu), L. Yore, and S. Everett presented the paper, “The Impact of a Multi-Year, Multi-School District K-6 Professional Development Program Designed to Integrate Science Inquiry and Language Arts on Students’ High Stakes Test Scores,” on January 20 in Minneapolis at the annual meeting of the Association for Science Teacher Education.

E. Folta, Len Annetta (lannetta@gmu.edu), and R. Cheng presented the paper, “Designing mSEGS for Environmental Literacy,” on January 21 at the annual meeting of the Association for Science Teacher Education in Minneapolis.

Len Annetta (lannetta@gmu.edu) presented “Science Training Immersive Modules for Undergraduate Learning Around Teacher Education: A Serious Educational Game” on January 27 at the National Science Foundation’s Transforming Undergraduate Education in Science, Technology, Engineering, and Mathematics Conference in Washington, D.C.

Len Annetta (lannetta@gmu.edu) presented “Getting Serious About Educational Games” on February 16 at National Changhua University in Changhua, Taiwan.
Len Annetta (lannetta@gmu.edu) presented “Next Generation Serious Educational Games” on February 17 at National Chiayi University in Chiayi, Taiwan.

Len Annetta (lannetta@gmu.edu) made three presentations at the Conference on Technology-Based Learning Environments and Professional Development held at National Hsinchu University of Education in Hsinchu, Taiwan. On February 18, he presented “Border Crossing: Collaboration Between U.S. and Taiwan Through Serious Educational Games.” On February 19, he presented “Serious Educational Games in Science Class.” And on February 20, he presented “The 21st Century Student: Immersive Real-World Learning in Digital Worlds.”

Len Annetta (lannetta@gmu.edu) presented “Flattening the Geographic World Through 3D Gaming Worlds” on February 21 at the National Taipei University of Education in Taipei City, Taiwan.

Len Annetta (lannetta@gmu.edu) and J. Minogue presented the paper, “Science Teacher Training Through Serious Educational Games” at the Society for Information Technology and Teacher Education International Conference on March 9 in Nashville.

Shahron Williams van Rooij (swilliae@gmu.edu) published “Instructional Design and Project Management: Complementary or Divergent?” in Educational Technology Research & Development, 59(1), 139–158.

Shahron Williams van Rooij (swilliae@gmu.edu) published “Higher Education Sub-Cultures and Open Source Adoption” in Computers & Education, 57(1), 1171–1183.

Shahron Williams van Rooij (swilliae@gmu.edu) gave a presentation titled “George Mason University’s Instructional Technology Program: Immersion Case Study” during the January 5 campus visit of the Beijing Education Department Delegation organized by Shuangbao Wang (swang3@gmu.edu).

The Association for Women in the Sciences, New Zealand, featured a summary of an article that Erin Peters Burton (epeters1@gmu.edu) wrote last year. The article, titled “Learning About the Human Aspect of the Scientific Enterprise: Gender Differences in Conceptions of Scientific Knowledge,” was published in Advancing Women in Leadership Journal, 30(11) and in the association’s February 2011 newsletter.

Erin Peters Burton (epeters1@gmu.edu) gave an invited speech on February 11 titled “Communicating Science to the Public: Building a Foundation in K-12 Public Schools” at the National Oceanic and Atmospheric Administration-Interdisciplinary Scientific Environmental Technology Cooperative Science Center located at North Carolina Agricultural and Technical State University.

Erin Peters Burton (epeters1@gmu.edu) published “Write It, Do It” in I. Liftig (Ed.), *Tried and True: Time Tested Activities for Middle School* (pp. 17–21). The book is published by NSTA Press.

Kathleen Reilly and Diane Wood (dwood7@gmu.edu) presented the paper, “Changing Populations and Teachers’ Professional Learning Communities: Collaborative Practice Toward Culturally Responsive Teaching,” at the Annual Ethnography Forum at the University of Pennsylvania on February 26.

Sheri Berkeley (sberkele@gmu.edu), Margo Mastropieri (mmastrop@gmu.edu), and Tom Scruggs (tscruggs@gmu.edu) published the study “Reading Comprehension Strategy Instruction and Attribution Retraining for Secondary Students With Disabilities” in the current issue of *Journal of Learning Disabilities, 44*, 18–32.

Sheri Berkeley (sberkele@gmu.edu) and colleague Jennifer Lindstrom of the University of Georgia published “Technology for the Struggling Reader: Free and Easily Accessible Resources” in the current issue of *Teaching Exceptional Children, 43*, 48–55.

Heidi Graff (hgraff@gmu.edu), Sheri Berkeley (sberkele@gmu.edu), and Anna Evmenova (aevmenov@gmu.edu) presented the poster titled “Autism Retrospective: A Review of Research Trends Over a 12-Year Period?” at the Applied Behavior Analysis International Conference in Washington, D.C. held from January 28–30.

Anna Evmenova (aevmenov@gmu.edu) has been awarded a Summer Research Funding award for tenure-track faculty to be used in the summer of 2011. Her project is titled “The Status of Statistical Analysis in Single-Subject Research: A Comparative Analysis of Available Techniques.”

Cindy George (cgeorge2@gmu.edu) and Anna Evmenova (aevmenov@gmu.edu) presented “Structuring WORD Documents for Creating Accessible Textbooks” at the Assistive Technology Industry Association Conference held in Orlando from January 27–29.

Seth Parsons (sparson5@gmu.edu) and Allison Ward (award12@gmu.edu) published the paper, “The Case for Authentic Tasks in Content Literacy,” in the content literacy section of *The Reading Teacher 64*(6).
John Nauright (jnaurigh@gmu.edu) was the feature speaker at the Women and Sport Seminar at the Faculty of History at Oxford University in England on March 7. His presentation was made jointly to the African History and Politics Seminar of Oxford University.

John Nauright (jnaurigh@gmu.edu) has been named to the editorial board of the *International Business and Management Journal*.


Farnoosh Shahrokhi (fshahrok@gmu.edu) served on the 2011 Educational Seminars Selection Committee for the India program of American Councils. The Educational Seminars Program offers grants funded by the U.S. Department of State for U.S. school teachers and administrators. Exchanges are short term, take place during the summer, and focus on sharing best practices and professional development. The finalists were selected on February 16.

On March 9, Farnoosh Shahrokhi (fshahrok@gmu.edu) conducted a workshop on “Educational Leadership and Implementing New Ideas” for a group of 40 international teachers of English as a Foreign Language at Georgetown University. The teachers were engaged in a week-long professional development program at Georgetown University and attended the 2011 TESOL conference.

Bill Brozo (wbrozo@gmu.edu) was in Nijmegen, Netherlands during the week of February 14 participating in planning and curriculum development with project team members on a European Union funded grant called *Basic Curriculum for Teachers’ In-Service Training in Content Area Literacy in Secondary Schools* (BaCuLit). At the meeting, Bill also conducted a half-day workshop titled “Content Literacy Theory, Research, and Practice.” Bill is one of two U.S. consultants with the BaCuLit team, which is composed of literacy scholars from across Europe. The team is creating professional development modules on content literacy practices that will be delivered to teachers in southern and eastern Europe over the next two years.

Bill Brozo (wbrozo@gmu.edu) conducted a week-long professional development session in Muscat, Oman from February 26 to March 2. The session was focused on Action Research. Bill, with assistance from Melissa Mayville (mmayvill@gmu.edu), his graduate research assistant, created the professional development module and delivered it to teachers and teacher leaders from across Oman. The project is sponsored by the International Development Division of the International Reading Association.
Bill Brozo ([wbrozo@gmu.edu](mailto:wbrozo@gmu.edu)) gave two presentations in Forsyth, GA on March 8 and 9. One presentation, given to a team of Gates Project teachers, was titled “Effective Strategies for Content Area Writing.” The other, given to principals, assistant principals, and district curriculum leaders, was titled “Effective Strategies for Content Area Writing: What Teacher Leaders Should Know.”


Beverly Shaklee ([bshaklee@gmu.edu](mailto:bshaklee@gmu.edu)) and doctoral student Gordon Brown ([gbrownj@gmu.edu](mailto:gbrownj@gmu.edu)) presented a workshop on “Finding Academic Potential in ELL Learners” to over 50 Young Scholars Principals in Fairfax County Public Schools on March 21.

**PhD Students**

Doctoral students Jennifer McMurre ([jmemurre@gmu.edu](mailto:jmemurre@gmu.edu)) and Shelby Dietz ([smcinto3@gmu.edu](mailto:smcinto3@gmu.edu)), with their colleague at the Center on Education Policy, Diane Stark Rentner, recently published a new report titled, “Early State Implementation of Title I School Improvement Grants Under the Recovery Act,” that grew from an assignment in Gary Galluzzo’s fall course, Survey Research Methods in Education. The monograph can be found at [http://www.cep-dc.org](http://www.cep-dc.org)

Doctoral student Melissa Ferro ([mferro@gmu.edu](mailto:mferro@gmu.edu)) (second from right), was one of six Mason students selected to present their research at the sixth annual Graduate Research Forum hosted by the Virginia Council of Graduate Schools on February 3 at the Library of Virginia in Richmond. The title of Melissa’s research is “Chinese Language Teachers’ Progress Towards Learner-Centered Instruction: A Study of Epistemological Beliefs and Instructional Strategies.” The following describes Melissa’s work: The recent interest in increasing our nation’s language capacity in critical need languages has led many school districts and teacher education programs to recruit language teachers from around the globe. This research investigates the progress that Chinese language teachers have made toward transitioning to learner-centered instruction in U.S. classrooms by examining the alignment between their beliefs and instructional strategies. This investigation provides information for improving teacher education programs and professional development models that address the diverse needs of international teachers.

Doctoral student, Melissa Ferro ([mferro@gmu.edu](mailto:mferro@gmu.edu)) presented a workshop at the National Association for Bilingual Education on February 17 in New Orleans. The title of her presentation...
was “Towards Learner-Centered Instruction: The Alignment Between the Beliefs and Classroom Practices of Chinese Language Teachers.”

Doctoral student, Reema Alsweel (ralsweel@gmu.edu) presented a workshop at the National Association for Bilingual Education on February 17 in New Orleans. The title of her presentation was “The New Saudi Women: English, Education, and Cultural Identity.”

Trevor Owens (towens6@gmu.edu) published an article titled “Social Videogame Creation: Lessons From RPG Maker” in On the Horizon, 19(1), 52–61. The link to the article is http://www.emeraldinsight.com/journals.htm?articleid=1906440&show=abstract

Barbara Gruber (bgruber1@gmu.edu) defended her doctoral dissertation on March 22 titled “A Case Study of an Interactive Whiteboard District-Wide Technology Initiative Into Middle School Classrooms.” Committee members are Priscilla Norton (porton@gmu.edu), chairperson, Penelope Earley (pearley@gmu.edu), and Lynne Schrum (lschrum@gmu.edu).

Elizabeth Baynard (ebaynard@gmu.edu) defended her doctoral dissertation on March 23 titled “An Investigation Into the Relationships Among Middle School Teachers’ Beliefs About Collaboration, Their Perceptions of Formative Assessment, and Selected Teacher Characteristics.” Committee members are Erin Peters Burton (epeters1@gmu.edu), chairperson, Gary Galluzzo (ggalluzz@gmu.edu), and Dimitar Dimitrov (ddimitro@gmu.edu).

Kathy Bohnstedt (kbohnste@gmu.edu) defended her doctoral dissertation on March 24 titled “Instructor Interaction and Immediacy Behaviors in a Multi-Point Videoconferenced Instructional Environment: A Descriptive Case Study.” Committee members are Mike Behrmann (mbehrman@gmu.edu), chairperson, Frederick Brigham (fbrigham@gmu.edu), and Marci Kinas Jerome (mkinas@gmu.edu).

Grants/Proposals

Bob Baker (rbaker2@gmu.edu), Craig Esherick (cesheric@gmu.edu), and Pam Baker (pbaker5@gmu.edu) have been awarded a $1.2 million cooperative agreement from the U.S. Department of State. They will be hosting 18 groups of sport-related foreign visitors, such as Chinese basketball coaches, Honduran baseball coaches, Kyrgyzstani snowboarders, Russian hockey players, and Kazakhstani sitting volleyballers. Other programs include groups from Jamaica, Afghanistan, Swaziland, Iraq, Saudi Arabia, and the West Bank in sports such as soccer, futsal, basketball and volleyball. Socrates Manuel, a 2008 sport management graduate, has been traveling with the groups to support program delivery and evaluation.

Len Annetta (lannetta@gmu.edu) received an award in the amount of $680,366 titled “NSF/Graduate” from the National Science Foundation.

Mike Behrmann (mbehrman@gmu.edu) received an award modification titled “VADoED/USDoED/Visual Impairment FY11” from the Virginia Department of Education. The amount of the modification is $45,997.
Margaret Jones (mjones15@gmu.edu) submitted a proposal in the amount of $35,822 to the National Strength and Conditioning Association. The proposal title is “Effect of Knee Angle During Whole Body Vibration on Lower Body Power.”

Dave Bever (dbever@gmu.edu) submitted a proposal in the amount of $509,728 titled “The Impact of Firefighter Physical Fitness on Rapid Intervention Team Response” to the U.S. Department of Homeland Security.

Brenda Bannan (bbannan@gmul.edu) submitted a proposal to the American Educational Research Association in the amount of $49,792. The title of the proposal is “Mobile Augmented Reality and Design Research: A Shift for Learning and Research.”

Nelson Cortes (ncortes@gmu.edu) submitted a proposal in the amount of $31,096 titled “Identifying Critical Factors Associated With Falls Risk in Aging and Type 2 Diabetes” to Old Dominion University.

Nelson Cortes (ncortes@gmu.edu), Jatin Ambegaonkar (jambegao@gmu.edu), Shane Caswell (scaswell@gmu.edu), Jim Chen, Harry Wechsler, Siddhartha Sikdar, and Vasilikki Ikonomidou submitted a proposal in the amount of $452,870 to the National Institutes of Health. The proposal title is “ACL Injury Mechanisms: A Combined Lower Extremity Modeling Approach.”

David Brazer (sbrazer@gmu.edu), Michelle Van Lare (mvanlare@gmu.edu), and Scott Bauer (sbauer1@gmu.edu) submitted a proposal for $73,753 titled “Data Use in Professional Communities” to the Spencer Foundation.

Jennifer Suh (jsuh4@gmu.edu) and Padmanabhan Seshaiyer submitted a proposal for $198,670 titled “ESTEEM for 21st Century Literacy” to The State Council of Higher Education for Virginia.

Other News

Former doctoral student Lisa Marshak is the recipient of the 2011 American Educational Research Association Special Education Research SIG Outstanding Student Research Award. The award consists of a $1,000 cash award and a plaque. The award will be presented at the SIG business meeting on April 10 in New Orleans.

Eileen Donohue, a CEHD alumna who graduated in 2006 with a master’s degree in New Professional Studies (IET) with a concentration in teaching, received Oakton Elementary School’s 2010–2011 Teacher of the Year Award.

The Kellar Library is located in Room 109 of Krug Hall and is open Monday through Friday from 8:30 a.m. to 4:30 p.m. Anyone living in the Virginia Department of Education’s Region 4 may check out Kellar Library materials including teachers; school administrators; George Mason
University students, faculty, and staff; and residents of Region 4. For help finding materials please contact librarian Jackie Petersen at jpetersk@gmu.edu at ext. 3672.

The following new materials can be checked out from the Kellar Library:

25 Quick Formative Assessments for a Differentiated Classroom
Adapting Early Childhood Curricula for Children With Special Needs, 7th edition
Anger Management: A Training Package for Individuals With Disabilities
Assistive Technology for Young Children: Creating Inclusive Environments
Better IEPs: How to Develop Legally Correct and Educationally Useful Programs, 4th edition
The Child With Autism at Home and in the Community
Handbook of Reading Disability Research
The Illustrated Guide to Assistive Technology and Devices
The Inclusive Early Childhood Classroom
Informal Tests for Diagnosing Specific Reading Problems
Literacy Skill Development for Students With Special Learning Needs
Making Differentiation a Habit: How to Ensure Success in Academically Diverse Classrooms
Making Inclusion Work: Effective Practices for All Teachers
Multisensory Rooms and Environments: Controlled Sensory Experiences for People With Profound and Multiple Disabilities
Negotiating the Special Education Maze: A Guide for Parents and Teachers, 4th edition
Picture This: An Illustrated Guide to Complete Dinners
A Principal's Guide to Special Education, 2d Edition
Self-Advocacy Skills for Students With Learning Disabilities: Making it Happen in College and Beyond
Sensory Stimulation: Sensory-Focused Activities for People With Physical and Multiple Disabilities
Special Stories for Disability Awareness
Students With Asperger Syndrome: A Guide for College Personnel
Teaching Reading Comprehension to Students With Learning Difficulties
Why Do I Have To: A Book for Children Who Find Themselves Frustrated by Everyday Rules

Please send requests to update the CEHD website as follows:

GSE FACULTY/STAFF INFORMATION
Martin Ford (mford@gmu.edu), cc: Pat Nash (pnash@gmu.edu)

GSE ACADEMIC PROGRAM AND STUDENT INFORMATION
Ellen Rodgers (erodger1@gmu.edu), cc: Amie Fulcher (afulcher@gmu.edu)

SCHOOL OF RHT INFORMATION (academic programs, faculty/staff, students)
Dave Wiggins (dwiggin1@gmu.edu), cc: Lisa Reeves (lreeves1@gmu.edu)

CEHD WEB INTEGRITY AND PROFESSIONALISM (design, impact, impression)
Martin Ford (mford@gmu.edu), cc: Laurie Juliana (ljuilan1@gmu.edu)
EXCEPTION:
Center and Office Directors may continue to manage their own websites.