**Faculty News**

The CEHD golf team composed of Dominique Banville (dbanvill@gmu.edu), Craig Esherick (cesheric@gmu.edu), Martin Ford (mford@gmu.edu), and Gary Galluzzo (ggalluzz@gmu.edu) successfully defended their title this year at the Prince William Campus Golf Tournament held at Bristow Manor Golf Course on August 12. They won with a score of 61 (11 under par), a tournament record!

The American Institute of Biological Sciences has asked Nelson Cortes (ncortes@gmu.edu) to serve on a peer-review panel for proposals submitted to the Peer Reviewed Medical Research Program FY11. The institute has been charged by the U.S. Army Medical Research and Materiel Command to organize independent scientific peer review for this program, which covers 21 different research topics. Nelson was selected based on his expertise and will serve on the post-traumatic osteoarthritis panel this year. Reviewers will review proposals for the Investigator-Initiated Research Award, the Technology/Therapeutic Development Award, and the Discovery Award, which are similar in scope to a concept award.


Eva Thorp (ethorp@gmu.edu) and Sylvia Sanchez (ssanche2@gmu.edu) served as faculty for the Virginia Department of Education Content Teaching Academy for Practicing Teachers held on June 29 and 30 in Harrisonburg, VA. Their 2-day session, “Teaching to Transform: Creating a Culturally and Linguistically Responsive Preschool Classroom,” was presented to participating early childhood teachers.

Anastasia Kitsantas (akitsant@gmu.edu) was elected Member at Large of Division 15, Educational Psychology, of the American Psychological Association for the term 2011–2014.

Anastasia Kitsantas (akitsant@gmu.edu) and M. Kavussanu published “Acquisition of Sport Knowledge and Skill: The Role of Self-Regulatory Processes” in B. J. Zimmerman & D. Schunk (Eds.), *Handbook of Self-Regulation of Learning and Performance* (pp. 217–233). The handbook is published by Routledge.
David Anderson (danderso@gmu.edu) was an invited guest on WAMU radio’s Kojo Nnamdi Show on July 7. The 1-hour show was about recent decisions by two Washington, DC universities—Catholic University’s decision to institute single-sex residence halls to reduce high-risk drinking and George Washington University’s decision to offer gender-neutral residence halls. David provided insights regarding the context of campus-based strategies to address this issue and highlighted the importance of comprehensive approaches and addressing the root causes of substance abuse. He emphasized Mason’s research on teen drinking cultures as well as the recently developed website of the Virginia College Alcohol Leadership Council (VACALC), which he currently chairs. The segment, which includes an audio portion, transcript, and link to the VACALC website, is available at http://thekojonnamdishow.org/shows/2011-07-07/dorm-life-gender-neutral-vs-single-sex-college-housing.

David Anderson (danderso@gmu.edu) conducted a workshop for the faculty and staff advisors at the annual conference of the Youth Alcohol and Drug Abuse Prevention Program on July 21. Held at Longwood University, the session was titled “Drug and Alcohol Trends in the United States—2011” and highlighted the behavior of middle school, high school, and college youth over the past few decades. The presentation slides, with links to research databases, can be viewed at http://vacalc.gmu.edu/resources/.

David Anderson (danderso@gmu.edu) gave a workshop on August 3 at the College and University Police Investigators Conference in Fairfax. “Investing in Preventing Drug/Alcohol Abuse: Reasonable Strategies for Comprehensive Campus Efforts” was conducted for 30 individuals from around the United States and world and highlighted areas of concern and specific strategies that could be implemented to address drug/alcohol abuse more effectively.

Erin Peters Burton (epeters1@gmu.edu), and G. K. Mattietti published “Cognition and Self-Efficacy of Stratigraphy and Geologic Time: Implications for Improving Undergraduate Student Performance in Geological Reasoning” in the Journal of Geoscience Education, 59, 163–174. doi:10.5408/1.3605042

During the 2010–2011 school year, Erin Peters Burton (epeters1@gmu.edu) co-taught an Ecology and Nature of Science Class at Rodney Thompson Middle School (Stafford County) with two former Mason students who are now middle school teachers, Belinda Casto-Landolt and Craig Vann. The course culminated with taking 40 middle school youth to Henlopen, DE in June to do a week-long horseshoe crab population count for a Citizen Science project of the U.S. Geological Survey.

Layne Kalbfleisch (mkalbfle@gmu.edu) presented the following three talks at the Brain, Learning, and Applications Institute at Hillfield Strathallan College in Hamilton, Ontario on August 24: “High-Ability Children With Learning and Psychiatric Disabilities: The Paradox of Twice Exceptional Learners,” “The Relationship Between Thinking and Reasoning: Influences and Paradox From the Environment,” and “The Neurobiology of Constructivism: The Role of Story and the Science of Imagination.”
Rebecca K. Fox (rfox@gmu.edu) and Anastasia P. Samaras (asamaras@gmu.edu) engaged in follow-up work with Greek Fulbright Teachers in Athens, Greece on June 27 and 28. They shared program research, conducted seminars with the Fulbright teachers, and facilitated a day-long workshop with a new group of Greek Fulbright Teachers in preparation for program expansion to new schools throughout Greece.

Anastasia P. Samaras (asamaras@gmu.edu) and Rebecca K. Fox (rfox@gmu.edu), with Fulbright Scholar Teachers Tatiani Anastasiadou, Despina Galanaki, Sofia Karalazarou, Giannis Moysidis, and Myrsini Roumeliotou, presented a research paper titled “Examining Greek Teachers’ Professional Development Through E-Portfolios” at the International Conference on Information and Communication Technologies in Education. The presentation occurred in Rhodes, Greece on July 8.

Anastasia P. Samaras (asamaras@gmu.edu) was invited by the director of the College of Liberal Arts Research Center at Norfolk State University to present a seminar and workshop on “Self-Study and Action Research” to faculty and students on September 2.

Mary Stone Hanley (mhanley1@gmu.edu) conducted a workshop, “The Arts and Social Action: Envisioning Change at the Save Our Schools Conference,” at American University on July 28, and she opened the Save Our Schools rally on July 30 with her poem, *NeverMind*, a tribute to the complexities of teaching, accountability, and social change.

Mary Stone Hanley (mhanley1@gmu.edu) published “You Better Recognize!: The Arts as Social Justice for African American Students” in *Equity and Excellence in Education*, 44(3), 420–444.

Mary Stone Hanley (mhanley1@gmu.edu) published “Resisting Sankofa: Art-Based Educational Research as Counter-Narrative” in the *Journal of Curriculum and Pedagogy*, 8(1), 4–13.

Fred Bemak (fbemak@gmu.edu) and Rita Chi-Ying Chung (rchung@gmu.edu) gave a presentation at the University of Florence in Florence, Italy on May 15. The presentation was titled “Culturally Responsive Refugee Mental Health: Psychosocial Adjustment, Adaptation, and Interventions.”

Jennifer (Coarts) Lebrón (jlebron@gmu.edu) presented at the International Baccalaureate Conference of the Americas in San Antonio, TX in July. The title of her presentation was “What Does It Mean to Be an Internationally Minded Educator?”
Susan Bon (sbon@gmu.edu) and doctoral student Adam Bigbee (abigbee1@masonlive.gmu.edu) published “Special Education Leadership: Integrating Professional and Personal Codes of Ethics to Serve the Best Interest of the Child” in the Journal of School Leadership, 21(3), 324–359.

Susan Bon (sbon@gmu.edu) provided continuing education training on personnel and employment law issues for teachers attending the Penn State Dickinson School of Law 2011 Law and Education Institute in State College, PA. Susan’s June 21 presentation was titled “Personnel and Employment.”

Jim Kozlowski (jkozlows@gmu.edu) was quoted in an article titled “Recreation Department Is First to Require Concussion Testing” by Joe Bush in the August 2011 edition of Athletic Business magazine. The link to the article is http://athleticbusiness.com/articles/article.aspx?articleid=3768&zoneid=10#.TkDAFxZsSIo.email

Jim Kozlowski (jkozlows@gmu.edu) was quoted in an article by Matt Weiser titled “Yosemite Deaths: Americans May Have Lost Respect for Nature’s Risks” in the Sacramento Bee newspaper on August 13. The link to the article is http://www.sacbee.com/2011/08/13/3835136/yosemite-deaths-americans-may.html

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Golf Lease Consistent With Public Purpose Gift?” in Parks & Recreation, 46(7), 29–34.

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Vehicle Fees May Impact Recreational Immunity” in Parks & Recreation, 46(8), 33–38.

Penelope Earley (pearley@gmu.edu) was part of a panel on education during a joint symposium of the Campbell Collaboration and the Center for Evidence-Based Crime Policy on evidence-based policy held on Mason’s Fairfax campus August 15–16. The title of her presentation was “Challenges in Conducting Reviews on System-Wide Strategies in K-12 Education: The Case of Alternative Certification.” This session offered preliminary results on the first phase of a meta-analysis.

Rob Smith (rsmithx@gmu.edu) has been appointed by the Arlington County Board to chair the George Mason University Arlington Campus Advisory Board. The membership of the board consists of fifteen people, ten selected by the Arlington County Board and five by Mason. The Advisory Board has had an initial meeting and will meet again in October. The focus of the board is to advise both the county and the university on matters related to development of the Arlington campus and ways the county and the university can work together on mutual goals.

Rob Smith (rsmithx@gmu.edu) has been appointed as a representative of Mason to the Northern Virginia Teaching with Primary Sources (TPSNVA) Board of Directors. The purpose of the TPSNVA is to work with the Library of Congress and
with teachers in the school systems of Alexandria, Arlington, Falls Church, and Fairfax to promote the use of primary sources in instruction across the disciplines. The TPSNVA, in collaboration with the Library of Congress, offers professional development on the use of such resources, available through the Library of Congress, to interested teachers.

Bill Brozo (wbrozo@gmu.edu) gave a presentation at the 17th European Conference on Reading in Mons, Belgium on August 1. His presentation was titled “Patterns of Reading Engagement on PISA 2009.” The presentation was part of the Key Findings on PISA 2009: Implications for Literacy Policy and Practice symposium, which Bill chaired. Bill and the other two presenters, Christine Garbe of the University of Cologne and Gerry Shiel of St. Patrick’s College, Dublin are members of the PISA-PIRLS Task Force of the International Reading Association. At the conference, Bill held a meeting of the PISA-PIRLS Task Force. Bill is chair of this group that is responsible for analyzing findings from cross-national literacy assessments for research, policy, and practice implications. The Task Force disseminates its analysis in the form of presentations, reports, and publications. In addition to Bill’s representation from the United States, other members are from Germany, Ireland, Finland, and Malaysia.

Bill Brozo (wbrozo@gmu.edu) has been appointed to an expert review committee by Princess Laurentien of the Netherlands who chairs the European Union’s High Level Expert Group on Literacy.

Bill Brozo (wbrozo@gmu.edu) has been reappointed to the editorial review board of the Journal of Adolescent & Adult Literacy for 2011–2012.

Bill Brozo (wbrozo@gmu.edu) was on an expert panel providing feedback to a Montgomery County Public Schools’ team responsible for crafting an innovative literacy curriculum inspired by the new Common Core State Standards. The all-day meeting took place on September 1 in Rockville, MD.

Bill Brozo (wbrozo@gmu.edu) published an article on the International Reading Association’s Engage Website on June 28 titled “The Inquisitive Student: Prompting Purposeful Questions.”

Leslie Morton (lmorton1@gmu.edu) was recently named an Ambassador of Civility under the Global Civility Initiative for her work in the area of civility from the International Association of Protocol Consultants and Officers.

Leslie Morton (lmorton1@gmu.edu) was the keynote speaker on August 18 for the Childhood Development Center opening training session at George Mason.

Leslie Morton (lmorton1@gmu.edu) presented “Professionalism and Business Etiquette” for the School of Management’s MBA and MS Accounting Orientation as part of the school’s opening session at Mason on August 18.
Leslie Morton ([morton1@gmu.edu](mailto:morton1@gmu.edu)) served as keynote speaker for the Freshmen, Parent, and Teacher orientation held on August 25 and 26 at St. Benedictine University in Springfield, IL. Following her presentation on civility, Leslie was presented the university’s highest honor, the medal of St. Benedict, from Dean of Student Affairs Kevin Broeckling.

Leslie Morton ([morton1@gmu.edu](mailto:morton1@gmu.edu)) presented her personal testimony of cancer survival and gave an overview of her course, Professionalism and Civility, as guest speaker for the Rotary Club in Herndon on September 7. The Rotary Club is a sponsor of the American Cancer Society.

Anna Evmenova ([aevenov@gmu.edu](mailto:aevenov@gmu.edu)) and Heidi Graff ([hgraft@gmu.edu](mailto:hgraft@gmu.edu)) presented “Adapted and Interactive Video Interventions for Students With Intellectual Disabilities: ACTIV 1.0 Innovative Technology Tool” at the 2011 Office of Special Education Programs Project Directors’ Conference held in Washington, DC during July 18–20.

Anna Evmenova ([aevenov@gmu.edu](mailto:aevenov@gmu.edu)), with colleagues Michael Behrmann ([mbehrman@gmu.edu](mailto:mbehrman@gmu.edu)), Margo Mastropieri ([mmastrop@gmu.edu](mailto:mmastrop@gmu.edu)), Pam Baker ([pbaker5@gmu.edu](mailto:pbaker5@gmu.edu)), and Heidi Graff ([hgraft@gmu.edu](mailto:hgraft@gmu.edu)), published an article titled “The Effects of Video Adaptations on Comprehension of Students With Intellectual and Developmental Disabilities” in the *Journal of Special Education Technology*, 26(2).

Anna Evmenova ([aevenov@gmu.edu](mailto:aevenov@gmu.edu)) and Michael Behrmann ([mbehrman@gmu.edu](mailto:mbehrman@gmu.edu)) published an article titled “Research-Based Strategies for Teaching Content to Students With Intellectual Disabilities: Adapted Videos” in the latest issue of *Education and Training in Autism and Developmental Disabilities*, 46.

Anna Evmenova ([aevenov@gmu.edu](mailto:aevenov@gmu.edu)) and Michael Behrmann ([mbehrman@gmu.edu](mailto:mbehrman@gmu.edu)) published a chapter titled “Communication Technology Integration in the Content Areas for Students With High-Incidence Disabilities: A Case Study of One School System” in J. E. Aitken, J. P. Fairley, & J. K. Carlson (Eds.), *Communication Technology for Students in Special Education or Gifted Programs* (pp. 168–195). The book is published by IGI Global.

Kelley Regan ([kregan@gmu.edu](mailto:kregan@gmu.edu)) gave an invited presentation in July at the 2011 Office of Special Education Project Directors’ Conference in Washington, DC. Kelley presented with Arthur McKee and Dan Reschly in a large group panel presentation titled “Improving the Efficacy of Teacher Preparation Programs.”

David Wiggins ([dwiggin1@gmu.edu](mailto:dwiggin1@gmu.edu)) gave a presentation titled “Race and Sport History in the USA: Future Directions” at the annual meeting of the British Society for Sports History Conference in London, England on September 3.
John Nauright (jnaurigh@gmu.edu) was quoted in a *TimeWorld* article on September 8 titled “Can Rugby’s New Zealand Stars Finally Bring Home the World Cup?” The link to the article is [http://www.time.com/time/world/article/0,8599,2092396,00.html](http://www.time.com/time/world/article/0,8599,2092396,00.html)

Judy Stockton (jstockt1@gmu.edu), T/TAC Curriculum & Mild/Moderate Disabilities Coordinator, and Kathy Nutt (knutt@gmu.edu), T/TAC Curriculum & Instruction Coordinator, presented a 2-day training session, “Collaborative and Inclusive Practices” in Page County during July 27–28 to 35 teachers and administrators. Participants were teams of general education and special education teachers and building administrators from Page County Middle School, Luray Middle School, and Luray High School in Page County. The training was the beginning of an ongoing series of professional development sessions to develop and build inclusive practices.

Judy Stockton (jstockt1@gmu.edu) and Linda Hickey, T/TAC Coordinator at James Madison University, co-presented a session on June 28 titled “Algebra Across the Grades” during the K-8 Developing Standards-Based IEP Mathematics Strand of the 12th Annual Content Teaching Academy at James Madison University. The 35 session participants were special education teachers.

Kathy Nutt (knutt@gmu.edu), Clare Talbert (ctalber1@gmu.edu), T/TAC Online Coordinator, and Judy Stockton (jstockt1@gmu.edu) planned and presented training titled “A Look at Co-Teaching Practices” at the Lee-Jackson Best Western in Winchester on August 19. The 90 participants included special education teachers, English Language Learners (ELL) teachers, and administrators.

Karen Berlin (kberlin@gmu.edu), T/TAC Autism Coordinator, and Kris Ganley (kganley@gmu.edu), T/TAC Autism & Early Childhood Coordinator, coordinated and presented trainings on evidence-based practices in autism from July 11–14 in Richmond as part of a National Professional Development Center grant in collaboration with Virginia Commonwealth University’s Autism Center for Excellence. The National Professional Development Center on Autism Spectrum Disorders is a multi-university center based at the University of North Carolina, Chapel Hill that promotes the use of evidence-based practice for children and adolescents with autism spectrum disorders.

Karen Berlin (kberlin@gmu.edu) provided training on Asperger’s syndrome to teachers in Arlington County Public Schools on August 23 and at Matthews Center in Prince William County on September 1.

Karen Berlin (kberlin@gmu.edu) and Kris Ganley, (kganley@gmu.edu) presented an overview of Asperger’s syndrome characteristics and support strategies on June 29 to middle school personnel at Jefferson Middle School in the Arlington Public Schools district.
Kris Ganley (kganley@gmu.edu) and Sheryl Fahey (sfahey@gmu.edu), T/TAC Early Childhood Coordinator, presented a workshop to 25 preschool personnel at Loudoun County Parks and Recreation in Leesburg on August 24. The workshop presented ways to incorporate math ideas into the preschool curriculum. It also stressed the importance of being intentional in math activities, emphasizing process, and rewarding persistence and risk-taking.

The Shining Stars Conference for teachers who work with preschool children with disabilities was held at the Cavalier Hotel in Virginia Beach from July 18–20. The conference was coordinated by Kris Ganley (kganley@gmu.edu) Lynn Wiley (hwiley@gmu.edu), T/TAC Director, Sheryl Fahey (sfahey@gmu.edu) and Dionne Paul-Wiggins (dpaulwig@gmu.edu), T/TAC Events Coordinator. Over 350 teachers attended the annual event sponsored by the Virginia Department of Education. Keynote speaker, Jennifer Grisham-Brown addressed how to improve outcomes for all children in an inclusive preschool environment, and breakout sessions were held on the social and emotional development of young children and on technology. The conference ended with speaker Dave Weber, who reflected on professional practices and improving relationships with colleagues.

Kay Klein (mklein1@gmu.edu), T/TAC Assistant Director & Effective Schoolwide Discipline Coordinator, provided two days of training for teams of educators and their administrators from 31 Prince William schools and 10 Fauquier County schools. The schools are beginning to implement Effective Schoolwide Discipline based upon the model of Positive Behavioral Interventions and Supports. Effective Schoolwide Discipline is a statewide initiative to support positive academic and behavioral outcomes for all students.

Kay Klein (mklein1@gmu.edu) presented a basic overview of Effective Schoolwide Discipline, Positive Behavioral Intervention and Supports as part of Kenmore Middle School’s opening session for the teachers’ first day back to school. More than 100 teachers were present.

Diane Loomis (dloomis@gmu.edu), T/TAC Transition & Self-Determination Coordinator, authored an article on the VDOE state-directed I’m Determined project to highlight its efficacy in the classroom for both general and special education students. I’m Determined provides tools, strategies, and resources to empower students to be aware of their abilities, needs, and goals. The link to the article is http://www.imdetermined.org/files_images/general/Good%20is%20Good%20June%20module.pdf

Judith Fontana (jfontan1@gmu.edu), T/TAC Strategic Instruction Model Coordinator, co-facilitated a series of four work sessions from June 28–30 on the implementation of the Content Literacy Continuum initiative. Thirty teacher leaders and four administrators from Osbourn High School and Metz Middle School of Manassas City Public Schools were present. The sessions
were held in conjunction with a week-long program at the 12th Annual Content Teaching Academy at James Madison University.

**Judith Fontana** ([jfontan1@gmu.edu](mailto:jfontan1@gmu.edu)) and Jerri Neduchal of the University of Kansas Center for Research on Learning presented a professional development session on June 30 on the Clarifying Routine®. The 23 participants were from middle and high schools in Manassas City Public Schools and Tazewell County Public Schools. The professional development was part of the program for the Content Literacy Continuum sessions during the 12th Annual Content Teaching Academy at James Madison University.

**Judith Fontana** ([jfontan1@gmu.edu](mailto:jfontan1@gmu.edu)), Project Coordinator for the Strategic Instruction Model® (SIM) and Site Coordinator for the Manassas City Content Literacy Continuum® (CLC), was involved in several professional development sessions. CLC is a framework for improving content literacy skills and practice for adolescents. SIM Content Enhancement Routines and Learning Strategies is the professional development component of CLC. Judith participated in the following sessions:

In August, Judith collaborated with Jocelyn Washburn, SIM and CLC Coordinator for Culpeper County Public Schools to provide three days of professional development and/or coaching at Floyd T. Binns Middle School (August 16) and Eastern View High School (August 15 and 17).

Approximately 50 8th and 9th grade core teachers participated in concurrent sessions of professional development on August 24 at James Madison University to learn the Course Organizer Routine. Dual sessions were led by Judith and Jocelyn Washburn, SIM and CLC Coordinator from Culpeper County. Judith also collaborated with Judy Bland (T/TAC at James Madison University) to provide an overview of the Strategic Instruction Model followed by professional development in the Unit Organizer Routine. Participants included 32 English and social studies high school teachers.

Thirty-three teacher leaders and school administrators attended a full day of professional development on August 25 that integrated the SMARTER Planning Principles, Unit Organizer and Question Exploration Routines. Judith co-presented with Jerri Neduchal from the University of Kansas Center for Research on Learning. Sessions were held at Osbourn High School.

More than 200 teachers participated in a full day professional development session at Osbourn High School in Manassas City on August 30 and 31. Co-facilitated by Judith, this encore session integrated the SMARTER Planning Principles, Unit Organizer and Question Exploration Routines. Multiple SIM professional developers offered concurrent sessions.

Thirty-three special educators, ESOL teachers, and other teachers and administrators received professional development in Fundamentals of Paraphrasing and Summarization on August 31, which was co-facilitated by Judith. Both are elements of the SIM Learning Strategies Curriculum and integral to the CLC framework. The session was held at Osbourn High School in Manassas City.
Staff News

T/TAC administrative support member Sandra Price (spricec@gmu.edu) is the first recipient of the Faculty/Staff Book Scholarship Award of $250. Sandra is pursuing her bachelor’s degree in English.

T/TAC graphic designer Jeff Richards (jricharc@gmu.edu) had his design selected for the 2011 “Fall for the Book” poster. Jeff’s design can be viewed at http://fallforthethebook.org/wp-content/uploads/2011/04/fftb_posterFinal11.jpg

PhD Students

Venkata Patnam (vpatnam@masonlive.gmu.edu) was selected by the Educational and Charitable Foundation of LKO as the 2011–2012 Educational and Charitable Foundation Graduate Fellow in Education. Venkata will receive a $1,500 award and was honored on May 1 at the Foundation’s 11th Annual Book Signing and Awards Luncheon.

Nasim Khawaja (nkhawaja@masonlive.gmu.edu) was awarded a 2011–2012 Chancellor’s Fellowship for doctoral study. Nasim, an associate professor at NOVA and one of only two faculty members selected this year from the 23-college Virginia Community College System, is pursuing his doctorate in higher education at Mason. The fellowship will allow him to take a 1-year study leave to complete his dissertation. Nasim’s particular area of interest in research is Generation 1.5 students and their lack of academic (English) writing skills. He was recognized at the State Board of Community Colleges meeting held in Richmond on July 21.

Jeannette Shaffer (jshaffer@masonlive.gmu.edu) received a fellowship award to attend the High Impact Technology Exchange Conference in San Francisco held from July 25–28.

Jeannette Shaffer (jshaffer@masonlive.gmu.edu) was selected to represent the Division of Student and Academic Affairs on the Academic Technology Alliance (ATA) for Maricopa County Community Colleges.

On July 22 Dorothy Zhang (dzhang3@masonlive.gmu.edu) was invited by the Beijing Disabled Persons Rehabilitation Service and Guidance Center in Beijing, China to provide training for pre-service special education teachers. The title of Dorothy’s presentation was “Introduction to Applied Behavior Analysis.”
Roger Baskin (rbaskin@masonlive.gmu.edu), an English teacher at Lake Braddock Secondary School, is a contributing writer to the recently published book, Engaging American Novels: Lessons from the Classroom. The book focuses on 10 frequently taught American novels, both classic and contemporary, that can help promote student engagement. Roger contributed to the section “Talking Back to The Bluest Eye.” The title of his chapter is “American Naturalism in The Bluest Eye.”

Arvinder Johri (ajohri1@masonlive.gmu.edu) defended her doctoral dissertation on August 25 titled “Culture of a Writing Class: Exploring Students’ Writing Personas in a Multicultural Alternative High School.” Committee members are Betty Sturtivant (esturtev@gmu.edu), chairperson, Anastasia Samaras (asamaras@gmu.edu), Margo Mastropieri (mmastrop@gmu.edu), and Joe Maxwell (jmaxwell@gmu.edu).

Kathleen Reilly (kreilly4@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 26 titled “Visual Texts in Mixed Abilities Secondary English Language Arts: Improving Critical Reading and Changing Classroom Dynamics.” Committee members are Joe Maxwell (jmaxwell@gmu.edu), chairperson, Diane Wood, and Betty Sturtivant (esturtev@gmu.edu).

Melissa Ferro (mferro@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 11 titled “A Study of the Alignment Between Chinese Language Teachers’ Pedagogical Beliefs and Their Perceptions About the Implementation of Standards-Based, Learner-Centered Instruction in the United States.” Committee members are Marjorie Hall Haley (mhaley@gmu.edu), chairperson, Becky Fox (rfox@gmu.edu), Debra Sprague (dspragu1@gmu.edu), and Yu Lan Lin.

Athene Bell (abell5@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 22 titled “An Investigation of the Effects of an Instructional Reading Model on Student Motivation and Achievement for High School English Language Learners Beginning to Read English.” Committee members are Seth Parsons (sparson5@gmu.edu), co-chairperson, Kristien Zenkov (kzenkov@gmu.edu), co-chairperson, and Betty Sturtivant (esturtev@gmu.edu).

Theresa Beasley (tbeasley@masonlive.gmu.edu) defended her doctoral dissertation proposal on August 23 titled “Influences Contributing to the Longevity of Experienced Teachers in the Elementary, Middle, and High School Settings.” Committee members are David Brazer (sbrazer@gmu.edu), chairperson, Penelope Earley (pearley@gmu.edu), and Earle Reybold (ereybald@gmu.edu).

Nora El-Bilawi (nelbila1@masonlive.gmu.edu) defended her doctoral dissertation proposal on July 18 titled “Egyptian Teachers’ Perspectives on the Use of Multiple Intelligences Theory in Their Educational and Cultural Contexts.” Committee members are Marjorie Hall Haley (mhaley@gmu.edu), chairperson, Ilham Nasser (inasser@gmu.edu), Earle Reybold (ereybald@gmu.edu), and Beverly Shaklee (bshaklee@gmu.edu).

Wendy Schudmak (wschudma@masonlive.gmu.edu) defended her doctoral dissertation proposal on June 22 titled “Metacognitive Strategies Employed During Mathematical Problem Solving: A Comparative Case Study of Fifth Graders Who Are Gifted and Have ADHD.”
Committee members are Jennifer Suh (jsuh4@gmu.edu), chairperson, Margret Hjalmarson (mhjalmar@gmu.edu), and Pam Baker (pbaker5@gmu.edu).

Jacquelyn Nash (jhilldru@masonlive.gmu.edu) defended her doctoral dissertation proposal on July 20 titled “A Qualitative Analysis of Students’ Holistic Development Within the Context of First Year Seminar.” Committee members are Joe Maxwell (jmaxwell@gmu.edu), chairperson, Carol Kaffenberger, and Jeannie Brown-Leonard.

Grants/Proposals

Heidi Graff (hgraff@gmu.edu) received an award for $12,096 from the HSC Foundation. The award is titled “HSC/Life Program Internship.”

Candace Parham (eparham@gmu.edu) received an award from the National Athletic Trainers’ Association titled “NATA/EDAC/Training Athletic Student” in the amount of $2,170.

Padmanabhan Seshaiyer of the College of Science and Jennifer Suh (jsuh4@gmu.edu) received an award for $188,541 from the Virginia Department of Education titled “Center of Excellence in Mathematics Professional Learning and Coaching in Northern Virginia for 7-8: FACTS.”

Padmanabhan Seshaiyer of the College of Science and Jennifer Suh (jsuh4@gmu.edu) received an award for $185,731 from the Virginia Department of Education titled “Center of Excellence in Mathematics Professional Learning and Coaching in Northern Virginia for K-3: Number Sense, Year 3.”

David Anderson (danderso@gmu.edu) received an award from INOVA Kellar Center for $50,000 titled “INOVA Kellar/Evaluation Plan.”

David Anderson (danderso@gmu.edu) received an award from Prince William County Public Schools for $3,000 titled “PWCPS/SAPS Program.”

Holly Lawson (hlawson2@gmu.edu) received an award for $31,986 titled “Salus University/USDoED/Avila-Fellowship” from Salus University.

David Anderson (danderso@gmu.edu) received an award modification from Sigma Nu Fraternity, Inc. for $25,000 titled “SNF/Evaluation of LEAD Program Sigma Nu Fraternity.”

Peggy King-Sears (mkingsea@gmu.edu) received an award modification for $200,000 titled “Preparation of Special Education Doctoral Personnel” from the U.S. Department of Education.

Anthony Kelly (akelly1@gmu.edu) received an award modification for $41,890 titled “NSF/Distributive Learning and Collaboration” from the National Science Foundation.

Joyce Dantzler (jdantzle@gmu.edu) received an award modification in the amount of $30,242 from the Arlington Public Schools titled “Arlington Public Schools.”
Kelley Regan (kregan@gmu.edu) received an award modification from the U.S. Department of Education in the amount of $93,772. The title of the award is “Special Education Pre-Service Training Improvement Grant.”

Kelley Regan (kregan@gmu.edu) and Pam Baker (pbaker5@gmu.edu) submitted a proposal for $300,941 to the Virginia Department of Education titled “Traineeships for the Endorsement of Special Education Personnel: General Curriculum K-12.”

Dominique Banville (dbanvill@gmu.edu), David Anderson (danderso@gmu.edu), and Anastasia Kitsantas (akitsant@gmu.edu) submitted a proposal titled “Physical Activity Opportunities for Youth in Virginia Schools” to the Robert Wood Johnson Foundation for $149,166.

Mike Behrmann (mbehrman@gmu.edu) and Holly Lawson (hlawson2@gmu.edu) submitted a proposal for $1,250,000 to the U.S. Department of Education. The proposal is titled “Virginia Consortium for Teacher Preparation in Vision Impairment Training Grant.”

Kim Sheridan (ksherida@gmu.edu) submitted a proposal titled “The Development of the CityDance DREAM Intervention: A Promising After School Program” to the American Institutes for Research for $43,618.

Dennis Ritchie and Fred Bemak (fbemak@gmu.edu) submitted a proposal for $372,348 to the U.S. Department of Education titled “Children’s Sustainable Human Development and Human Rights, Cultural Diversity, and Social Inclusion.”

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

Robert Pasnak and Julie Kidd (jkkidd@gmu.edu) submitted a proposal for $1,904,055 to IES. The proposal title is “Focusing on the Efficacy of Teaching Advanced Forms of Patterning on Kindergarteners’ Improvement in Reading, Mathematics, and Reasoning Ability.”

Jenice View (jview@gmu.edu) submitted a proposal titled “Teaching Historic Places With Diverse Populations” to the National Parks Service for $43,709.

Shane Caswell (scaswell@gmu.edu), Jatin Ambegaonkar (jambegao@gmu.edu), and Amanda Caswell (aallen1@gmu.edu) submitted a proposal titled “The ACHIEVES Project (Advancing Healthcare Initiatives for Underserved Students)” for $422,655 to the Potomac Health Foundation.

Lynne Schrum (lschrum@gmu.edu) and Seth Parsons (sparson5@gmu.edu) submitted a proposal to the Virginia Department of Education for $11,600 titled “Development of an Innovative Clinical Faculty Course.”
Doctoral student Jeannette Shaffer (jshaffer@masonlive.gmu.edu) and several colleagues in the Maricopa Community College system in Arizona received an award from the National Science Foundation titled “Student and Teacher Technology Transformation Teams (ST4)” in the amount of $707,017.

**Other News**

The Curriculum Collection has moved from the second floor of the Johnson Center Library to the first floor and is located to the left of the Circulation Desk. A new Juvenile Collection has also been created and is located next to the Curriculum Collection. All items are available for checkout. For more information contact Anne Driscoll, Education Liaison Librarian, at adrisco2@gmu.edu or ext. 3715.

Doctoral Education students once again have the opportunity to meet with Anne Driscoll, Education Library Liaison, for research assistance on October 10 from 2:00 to 5:00 p.m. Contact Anne for further information at adrisco2@gmu.edu or ext. 3715.

**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 (ljulian1@gmu.edu)

EXCEPTION:
Center and Office Directors may continue to manage their own websites.