CEHD Newsletter, September 17, 2013
Please submit newsletter items to Laurie Juliana at (ljulian1@gmu.edu).

Faculty News

Rick Brigham (fbrigham@gmu.edu) received an Outstanding Author Contribution Award at the Literati Network Awards for Excellence 2013 for his book chapter titled “Chapter 10 Families and Students With Emotional and Behavioral Disorders.” The chapter was published in Advances in Special Education.

Anthony Pellegrino (apelleg2@gmu.edu) has been named assistant editor of the Journal of Social Studies Research for a three-year term. The journal is published four times per year and is one of the flagship journals in the field of social studies education. As assistant editor, Anthony has an opportunity to discover and connect with current and relevant research in the field in a much deeper way than solely as a reader and to improve the publication’s scholarship.

Rita Chi-Ying Chung (rchung@gmu.edu) was awarded fellow status in the American Psychological Association (APA) in September. Fellow status is an honor bestowed upon APA members whose work has had a national impact on the field of psychology beyond a local, state, or regional level.

Rita Chi-Ying Chung (rchung@gmu.edu) was awarded the Commonwealth of Virginia General Assembly Commendation Award in May for her work on social justice, multiculturalism, and human rights.

Sonya Douglass Horsford (shorsfor@gmu.edu), a new faculty member in the Education Leadership program, published her latest book titled Advancing Equity and Achievement in America’s Diverse Schools: Inclusive Theories, Policies, and Practices, with co-editor Camille M. Wilson of Wayne State University. The volume illustrates how educators, students, families, and community partners can work in strategic ways to build on social, cultural, and ethnic diversity to advance educational equity and achievement. By drawing on the latest data on demographic change, constructions of culture and cultural difference, and the politics of school reform in urban, rural, and suburban school communities, the book looks toward solutions and strategies for meaningful educational improvement.

Sonya Douglass Horsford (shorsfor@gmu.edu) has been invited to serve as an associate editor of the Journal of School Leadership from 2013–2016 under the leadership of its new editor, Gaetane Jean-Marie and her team in the College of Education and Human Development at the University of Louisville.
Shahron Williams van Rooij (swilliae@gmu.edu) co-edited a book with University of Alabama colleague Angela D. Benson and University of Missouri colleague Joi L. Moore that has been published by IGI Global. The book, *Cases on Educational Technology Planning, Design, and Implementation: A Project Management Perspective*, provides strategies for addressing the challenges and pitfalls faced when planning, designing, and implementing learning and educational technology projects in academic, government, and corporate settings.

Seth Parsons (sparson5@gmu.edu), Stephanie Dodman (sdodman@gmu.edu), and Sarah Burrowbridge (Lynbrook Elementary) published the article, “Broadening the View of Differentiated Instruction,” in the September issue of *Phi Delta Kappan, 95*(1), 38–42.

Seth Parsons (sparson5@gmu.edu) co-authored an article with Melony Allen and Catherine Matthews (University of North Carolina at Greensboro). The article, titled “A Second-Grade Teacher’s Adaptive Teaching During an Integrated Science-Literacy Unit,” was published in *Teaching and Teacher Education, 35*, 114–125.

Anastasia P. Samaras (asamaras@gmu.edu) gave an invited keynote titled “Teachers as World-Class Learners of Practice in Collaborative Self-Study” at the summer conference of the Association of Teacher Educators in Washington, DC on August 4.

Anastasia P. Samaras (asamaras@gmu.edu) published “Twelve Shells: Learning by Leading Cross-Disciplinary Faculty Self-Study of Professional Practice” in *Reflective Practice, 14*(4), 519–535. The article can be accessed at [http://www.tandfonline.com/eprint/5PdC5XPfIk9wM5dynFXZg/full](http://www.tandfonline.com/eprint/5PdC5XPfIk9wM5dynFXZg/full)

Anastasia P. Samaras (asamaras@gmu.edu) was an invited leader for the *Scientific Self-Study of Professional Practice* professional development seminar for teachers of English at the Beijing Normal University held on July 2 at Mason. Faculty from CEHD’s Graduate School of Education and Center for International Education conducted the professional development program.

Anastasia P. Samaras (asamaras@gmu.edu) was an invited leader for the *Scientific Self-Study of Professional Practice* professional development seminar for engineers at the National University of Science and Technology held on June 18 and 25 at Mason. Faculty from CEHD’s Graduate School of Education and Center for International Education conducted the professional development program.

Anastasia P. Samaras (asamaras@gmu.edu) gave an invited keynote talk titled “Engaging as Olympian Self-Study Teacher Teams” on May 29 at the 22nd Fairfax County Public Schools (FCPS) Annual Teacher Researcher Conference at Mason. The invitation generated from co-
teaching, with doctoral student Delia Racines (dracines@gmu.edu), an FCPS Academy course that was as an initiative of the FCPS/CEHD Partnership led by Mark Ginsberg (mginsber@gmu.edu) and former FCPS Superintendent Jack Dale.

David Anderson (danderso@gmu.edu) served as an instructor at the Institute of Addiction Studies held at Rutgers University from June 23–28 in New Brunswick, NJ. His talk at the opening session was on “Policy Issues in Prevention.” David also offered a workshop titled “Wellness of Leadership: How Well Prepared Are the Leaders?” and a week-long course titled Persuasive Communication: Using Your Success to Promote Sustainability With Accountability.

David Anderson (danderso@gmu.edu) offered a workshop on “Investing in Preventing Drug/Alcohol Abuse: Reasonable Strategies for Comprehensive Campus Efforts” on August 8. The workshop was prepared for the College and University Police and Investigators Conference held in Fairfax.


Erin Peters-Burton (epeters1@gmu.edu) was invited by the International Baccalaureate Organization to give a talk on “Inclusive STEM High Schools: Developing Social Capital to Improve Opportunities and Rigor” on August 6 in Bethesda.

Erin Peters-Burton (epeters1@gmu.edu) was invited by the Taste of STEM, 100K in 10 Foundation to give a talk on “Inclusive STEM High Schools: Centers of Identity, Agency, Opportunity, and Relevance for All Students” on July 15 in Washington, DC.

Erin Peters-Burton (epeters1@gmu.edu) conducted a professional development seminar during the week of August 22 for teachers in Frederick County Public Schools titled “Using Assessment to Inform Instruction,” which will be ongoing throughout the school year. The purpose of the seminar is to help middle school and high school lead science teachers develop a strategic assessment plan in order to gain meaningful feedback on student performance. During the seminar, teachers constructed well-balanced assessments aligned with learning objectives to determine the validity and reliability of teacher-constructed benchmark assessments.

Tony DeGregorio (adegrego@gmu.edu) presented “Advocacy and Integrity: Do Administrators Know the Importance for Physical Education?” at the National PE Institute on July 30 at the University of North Carolina in Asheville.
Colleen Vesely (cvesely@gmu.edu), with doctoral students Marriam Ewaida (mewaida@masonlive.gmu.edu) and Katina Kearney (kkearney@masonlive.gmu.edu), published “Capitalizing on Early Childhood Education: Low-Income Immigrant Mothers’ Use of Early Childhood Education to Build Human, Social, and Navigational Capital” in *Early Education & Development*, 24, 744–765.

Colleen Vesely (cvesely@gmu.edu) participated as one of 10 researchers invited from across the United States in a working meeting on July 29 sponsored by the Office of Planning, Research, and Evaluation with the U.S. Department of Health and Human Services. The purpose of the meeting was to facilitate the development and refinement of a national research agenda related to child care subsidies and child care decision making.

Jim Kozlowski (jkozlows@gmu.edu) was interviewed on July 25 for a *Salt Lake Tribune* “Trib Talk” live video chat regarding the implications on public outdoor recreation of court opinions which held that federal and state agencies had a legal duty to protect an 11-year-old boy from a fatal bear attack in a national forest campsite. The link to the video chat is: http://www.sltrib.com/sltrib/entertainment2/56640025-223/bear-ives-com-family.html.csp

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “NEPA Review of Fracking Leases on Public Lands” in the August issue of *Parks & Recreation*. The link to the article is: http://www.parksandrecreation.org/2013/August/NEPA-Review-of-Fracking-Leases-on-Public-Lands/

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Administration of Emergency Seizure Medication Discontinued” in the July issue of *Parks & Recreation*. The link to the article is: http://www.parksandrecreation.org/2013/July/Administration-of-Emergency-Seizure-Medication-Discontinued/

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “A Questionable Park Purpose” in the June issue of *Parks & Recreation*. The link to the article is: http://www.parksandrecreation.org/2013/June/A-Questionable-Park-Purpose/

Jim Kozlowski (jkozlows@gmu.edu) published an article titled “Majority ‘Baseball Rule’ Limits Spectator Liability” in the May issue of *Parks & Recreation*. The link to the article is: http://www.parksandrecreation.org/2013/May/Majority-“Baseball-Rule”-Limits-Spectator-Liability/

Elavie Ndura (endura@gmu.edu) presented an invited educators’ professional development workshop titled “Promouvoir la Cohésion Sociale à Travers les Programmes de l’Éducation et la Pédagogie au Burundi” (“Fostering Social Cohesion Through Educational Curriculum and Pedagogy in Burundi”) in Gitega, Burundi on July 19. The 600 participants represented K-12 school systems from four provinces in Burundi’s central region.
Eirini Gouleta (egouleta@gmu.edu) published “Linguistic Policy and Practice in Pakistan: Implications for Literacy and the Education of Children” in TESOL International Association’s newsletter of the Bilingual Education Interest Section, *Bilingual Basics*. The article can be accessed at http://newsmanager.commpartners.com/tesolbeis/issues/2013-06-28/2.html

Betty Sturtevant (esturtev@gmu.edu) and April Mattix (amattix@gmu.edu) were moderators for a panel presentation titled “Improving Reading Outcomes: A Comparison of Instructional Approaches” at the 2013 USAID Global Education Summit: State of the Field, State of the Art held on August 6 in Washington, DC. Panelists were leaders of nonprofit groups that sponsor reading programs in Africa, the Middle East, and Southeast Asia. The program was sponsored by the Basic Education Coalition.

Bill Brozo (wbrozo@gmu.edu) was in Romania from May 23 to June 1 and again from August 22–25 as an expert consultant on a project funded by the Romanian-American Foundation titled “Reading to Learn.” Bill participated in project team and research planning sessions in Iasi, newspaper and TV interviews in Iasi and Bucharest, meetings with teachers and administrators, and school visits in the Moldavian region. Bill will be returning to Romania multiple times over the next five years to provide research and technical assistance.

Bill Brozo (wbrozo@gmu.edu) was a keynote speaker at the Cobb County Public Schools opening session for teachers on August 1. His presentation was titled “Literacy: The Heart of the Common Core.”

Bill Brozo (wbrozo@gmu.edu) gave two presentations at the European Conference on Reading in Jönköping, Sweden on August 7. The first, part of a symposium conducted by the PISA/PIRLS Task Force, of which Bill has been chair, was titled “Major Findings Related to Gender From PIRLS 2011.” His second session, co-presented with Christine Garbe of the University of Cologne, was titled “BaCuLit: Basic Curriculum for Teachers’ In-Service Training in Content Area Literacy in Secondary Schools.” While at the conference, Bill also held a meeting of the PISA/PIRLS Task Force, which is now sponsored by the Federation of European Literacy Associations.

Bill Brozo (wbrozo@gmu.edu) gave a presentation on August 28 to the faculty and staff of Loudoun County High School as well as to Loudoun County secondary reading coaches. The presentation was titled “Super Strategies for Students’ Learning and Engagement” and was a part of an overall literacy reform project Bill has been helping to design and implement at Loudoun County High School.
Bill Brozo (wbrozo@gmu.edu) gave an invited address to the Millennium Challenge Corporation in Washington, DC on June 5 titled “Measuring Learning Outcomes: The Work of the Learning Metrics Task Force.”

Margaret Jones (mjones15@gmu.edu), B. L. Skidmore, and B. Passon presented “Physical Self-Perception of Children Following a 12-Week Resistance Exercise Program” on June 27 at the 18th Annual Congress of the European College of Sport Science in Barcelona, Spain.

Margaret Jones (mjones15@gmu.edu) presented “Effect of Progressive-Overload Whole Body Vibration Training as Part of Off-Season Strength Training in Female Athletes” on June 29 at the 18th Annual Congress of the European College of Sport Science in Barcelona, Spain.

G. L. Coleman and Margaret Jones (mjones15@gmu.edu) presented “Body Composition, Height, and Mass Differences by Sport and Position in NCAA-D1 Women Athletes” on July 11 at the National Strength and Conditioning Association Annual Meeting in Las Vegas.

Margaret Jones (mjones15@gmu.edu), G. L. Coleman, T. Rusbasan, and S. Walls presented “Repeated Measures of Peak Power, Vertical Jump, and Mood State in NCAA-DI Women, Basketball Players During Preparatory and Competitive Training Periods” on July 13 at the National Strength and Conditioning Association Annual Meeting in Las Vegas.

M. Greenwood and Margaret Jones (mjones15@gmu.edu) presented the invited research lecture, “Sport Nutrition Eating Habits of NCAA Division I Athletes,” on July 13 at the National Strength and Conditioning Association Annual Meeting in Las Vegas.

Kimberly Sopko and Sarika S. Gupta (sgupta12@gmu.edu) presented a roundtable discussion, “Including Children With Disabilities: How Early Childhood Administrators Prepare for Change to Support Inclusion,” in July at the annual Creating Connections to Shining Stars: Virginia Collaborative Birth to Five Conference held in Virginia Beach.

Yoosun Chung (ychung3@gmu.edu) published her second autobiographical essay book in Korean on June 28. The title, loosely translated from Korean, is “I Hope To Be a Decent Person.” Yoosun gave several speeches about her book, signed books at several autobiography events, and was featured on a live talk show and in magazines while she was visiting Korea this past summer. A book trailer (a You Tube video clip with English subtitles) created by the publisher can be viewed at http://youtu.be/Bleu0McEKql

Layne Kalbfleisch (mkalbfle@gmu.edu) gave a keynote speech in June titled “Getting to the Heart of the Brain: Educational Neuroscience, Constructivist Learning & Environmental Influences on Learning and Creativity” at the Brain Motivation Research Institute at
Korea University as part of the bMRI Symposium on Motivation: The Emergence of Neuroeducation in Seoul, South Korea.

Layne Kalbfleisch (mkalbfle@gmu.edu) was part of a panel discussion in July on “Twice-Exceptionality From Multiple Points of View: Making Sense of New Information and Charting Research-Based Practice” with Diane Kennedy, Rebecca Banks, and Temple Grandin at the Social and Emotional Needs of the Gifted annual meeting held in Orlando, FL.

Layne Kalbfleisch (mkalbfle@gmu.edu) was part of a panel discussion in August on “Twice-Exceptionality: Making Sense of New Information and Charting Research-Based Practice” with Diane Kennedy and Rebecca Banks at the World Council for the Gifted and Talented Children meeting held in Louisville, KY.

Layne Kalbfleisch (mkalbfle@gmu.edu) was a discussant in August on “Making Connections Between Neuroscience and Education,” with Jolijn Vanderauwera, Roland Grabner, Reuven Babai, Brune Ruetsche, and Bert DeSmedt at the European Association for Research on Learning and Instruction (EARLI) annual meeting held in Munich, Germany.

David Wiggins (dwiggin1@gmu.edu) has been asked by the National Museum of African American History and Culture to serve as a consultant for its exhibit, “Sports: Leveling the Playing Field.”

David Wiggins (dwiggin1@gmu.edu) was recently selected by the National Academy of Kinesiology to serve on its Executive Committee as a Junior Member-At-Large.

On April 22, the Center for International Education (CIE) hosted a Japanese delegation led by Dr. Osamu Shimomura, director of the Japan Society for the Promotion of Science (JSPS) for a presentation and discussion about funding and research collaboration opportunities between JSPS and Mason. The program was organized by Eirini Gouleta (egouleta@gmu.edu) and facilitated by CIE Director Beverly Shaklee (bshaklee@gmu.edu) and CEHD Dean Mark Ginsberg (mginsber@gmu.edu). Senior leadership representatives, faculty and staff from CEHD and other Mason schools and colleges, and the Office of Global and International Strategies participated in the event.
In June, the Center for International Education (CIE) hosted 15 engineering faculty from NUST University in Pakistan for a three-week seminar at Mason. The program was directed by Eirini Gouleta (egouleta@gmu.edu) and facilitated by CIE Director Beverly Shaklee (bshaklee@gmu.edu), CIE staff, and CEHD Dean Mark Ginsberg (mginsber@gmu.edu). Key speakers included Provost Peter Stearns; Vice President of Global and International Strategies Anne Schiller; Mason Board of Visitors member, Siddique Sheikh; and Pakistan’s Ambassador-at-Large, Rafaat Mahmood. Participating CEHD faculty were Dimitar Dimitrov (ddimitrov@gmu.edu), Becky Fox (rfox@gmu.edu), Wendy Frazier (wfrrazier@gmu.edu), Margret Hjalmarson (mhjalmar@gmu.edu), April Mattix (amattix@gmu.edu), Anastasia P. Samaras (asamaras@gmu.edu), Debra Sprague (dspragu1@gmu.edu), doctoral students Kristina Solum (ksolum@gmu.edu) and Maria Katradis (mkatradi@gmu.edu), and education and engineering librarians Anne Driscoll, Tina Adams, and Theresa Calcagno. Contributors from the Volgenau School of Engineering were Dean Kenneth Ball, Deborah Goodings, and Nathalia Peixoto.

This past spring, Beverly Shaklee (bshaklee@gmu.edu), Anastasia Kitsantas (akitsant@gmu.edu), Angela Miller (amille35@gmu.edu), April Mattix (amattix@gmu.edu), and Lori Bland (lbland2@gmu.edu) reviewed the Advanced Academic Programs for Fairfax County Public Schools (FCPS). The project provided opportunities for an outstanding cadre of about 25 master’s and doctoral students to collect data via observations, interviews, focus groups, and questionnaires; to analyze data; and to contribute to the report. The program review represented a large collaborative effort with staff from multiple offices across FCPS and consisted of conducting benchmark comparisons, asking stakeholders for input, and examining implementation fidelity. The program met or exceeded benchmark comparisons, and stakeholders were satisfied. Multiple suggestions were provided, including that the program continue to expand offerings to historically underserved populations. Findings and a plan to implement recommendations were presented to the school board.

Mollianne Logerwell (mlogerwe@gmu.edu), Jennifer Mosser (jmosser@gmu.edu), and Andre Radloff (aradloff@gmu.edu) led the VISTA Elementary Science Institute (ESI) this past June and July at George Mason University. Harold A. Geller (hgeller@gmu.edu) supported the camp as a science advisor on this year’s theme of the impacts of energy extraction, production, and use. Rajesh Ganesan (rganesan@gmu.edu) lent his expertise again as an engineering advisor. The Mason team welcomed 24 elementary teachers and introduced them
to the VISTA methods through a four-week science camp. For two weeks of the institute, the teachers were able to practice the new teaching methods during summer camp while working with 55 students from local high-needs schools. Juanita Jo Matkins, Vicki Reid, and Anne Mannarino led the VISTA ESI camp based at William & Mary, and Jacqueline T. McDonnough, Elizabeth Edmondson, and Nancy Alexander led the VISTA ESI camp based at Virginia Commonwealth University. John Wells, Amy Boardeaux, and Anita Deck, assisted by Andre, led the camp based at Virginia Tech. Across the four sites, more than 120 teachers and 165 students took part in the program.

Mollianne Logerwell (mloggerwe@gmu.edu), Jennifer Mosser (jmosser@gmu.edu), and Andre Radloff (aradloff@gmu.edu) kicked off the VISTA Secondary Teacher Program, Course I (STP I) in mid-August at George Mason University. A group of new middle and high school science teachers began work on the first of two 3-credit graduate-level courses from VISTA designed specifically for early career teachers. The courses focus on how to effectively teach inquiry-based science and use student performance to drive future instruction. The STP I session was repeated in early September for a group of late applicants. The entire cohort will complete the graduate course together in February and receive a full year of coaching support and other benefits. The STP I program is also being delivered at the VISTA sites at William & Mary, Virginia Commonwealth University, and Virginia Tech to serve new secondary teachers in those regions.

Mollianne Logerwell (mloggerwe@gmu.edu), Jennifer Mosser (jmosser@gmu.edu), and Andre Radloff (aradloff@gmu.edu) joined VISTA staff from William & Mary and Virginia Commonwealth University in Richmond in late August to launch the second of two VISTA courses targeted at secondary teachers in the VISTA Secondary Teacher Program (STP II). The STP II course builds upon what participants in last year’s STP I class learned in order to increase their effectiveness for teaching inquiry-based science as well as differentiating instruction and integrating technology.

**Division News**

The Virginia Department of Education, in collaboration with the Helen A. Kellar Institute for Human disAbilities at Mason, has launched a new website dedicated to providing comprehensive information on special education issues, practices, and services to families who have children with disabilities in the Commonwealth of Virginia. The new website is titled “Virginia Family Special Education Connection” and can be found at [http://vafamilysped.org](http://vafamilysped.org)

**Other**

Lindsey Atkinson (latkins6@gmu.edu), a Mathematics Education Leadership student in the master’s program, received a scholarship from the Association of Mathematics Teacher Educators. Lindsey is a Math Resource Teacher at Sleepy Hollow Elementary School in Arlington. More information can be found on the Association of Mathematics Teacher Educators website at [http://www.amte.net/about/ems/winners2013/atkinson](http://www.amte.net/about/ems/winners2013/atkinson)
David Landeryou (dlandery@gmu.edu) received the Aspiring Superintendent’s Scholarship Award sponsored by Frank and Shirley Dick through the American Association of School Administrators (AASA). David was nominated for the award by Robert Smith (rsmithx@gmu.edu). The award was presented to David on July 9 at the Summer Governing Board Meeting held in Arlington. Frank Dick is a 59-year member of AASA who served as president from 1976–77 and has continued to support AASA as well as the many students in the profession. Frank presented the scholarship to David, who is the principal at Francis Scott Key Elementary School in northwest Washington, DC and aspires to be a superintendent. David was called “a bright and talented student [who] has a good reputation as a principal.” (Pictured in the photo from left are Rob Smith, David Landeryou, Frank Dick, and AASA Executive Director Dan Domenech.)

Julia Renberg (jrenberg@gmu.edu), who teaches chemistry and forensic science at Battlefield High School, has been named Prince William County Schools’ Teacher of the Year. Julia earned a master’s degree in education from Mason and is currently pursuing a doctoral degree in education leadership. More information about her Teacher of the Year award can be found at http://pwcs.schoolfusion.us/modules/news/announcements/announcement.phtml?aid=3569007

Diana Karczmarczyk (dkarczma@gmu.edu) defended her doctoral dissertation on August 22 titled “An Exploration of Perspectives Among 1.5 Generation Chinese American Women Regarding Nutrition Education in the U.S.” Committee members are Anastasia Samaras (asamaras@gmu.edu), chairperson, David Anderson (dandero@gmu.edu), and Beverly Shaklee (bshaklee@gmu.edu).

Anne Brawand (aeichorn@gmu.edu) defended her doctoral dissertation on June 25 titled “Proportional Reasoning Word Problem Performance for Middle School Students With High-Incidence Disabilities.” Committee members are Peggy King-Sears (mkingsea@gmu.edu), chairperson, Anna Evmenova (aevmenov@gmu.edu), and Kelley Regan (kregan@gmu.edu).

Venkata Patnam (vpatnam@gmu.edu) defended his doctoral dissertation on June 18 titled “Factors Related to Student Achievement in Mathematics: An Analysis of TIMSS (2007) Report: How Does the U.S. Compare With Other Countries in Student Performance?” Committee members are Margret Hjalmarson (mhjalmar@gmu.edu), chairperson, Dimiter Dimitrov (ddimitro@gmu.edu), and Jennifer Suh (jsuh4@gmu.edu).

Arlene Mascarenhas (amascaren1@gmu.edu) defended her doctoral dissertation on July 1 titled “How Do Mothers in Crisis Teach Their Children Early Literacy Skills?” Committee members are Julie Kidd (jkidd@gmu.edu), chairperson, Susan Burns (mburn2@gmu.edu), and Earle Reybold (ereybold@gmu.edu).

Christina Diamond (cdiamond@gmu.edu) defended her doctoral dissertation on June 20 titled “What Are Elementary General and Special Educators Reading and Response to Intervention...
Practices? A Survey of Teachers.” Committee members are Margo Mastropieri (mmastrop@gmu.edu), chairperson, Thomas Scruggs (tscruggs@gmu.edu), and Kelley Regan (kregan@gmu.edu).

Anne Horak (ahorak@gmu.edu) defended her doctoral dissertation on June 21 titled “The Effect of Using Problem-Based Learning in Middle School Gifted Science Classes on Student Achievement and Students’ Perceptions of Classroom Quality.” Committee members are Gary Galluzzo (ggalluzz@gmu.edu), chairperson, Beverly Shaklee (bshaklee@gmu.edu), and Stephen White (cwhite1@gmu.edu).

Margaret Chmiel (mchmierl@gmu.edu) defended her doctoral dissertation on June 10 titled “Science on TeacherTube: A Mixed Methods Analysis of Teacher Produced Video.” Committee members are Joseph Maxwell (jmaxwell@gmu.edu), chairperson, Erin Peters-Burton (epeters1@gmu.edu), and Kimberly Sheridan (ksherida@gmu.edu).

Melissa Jenkins (mjenkind@gmu.edu) defended her doctoral dissertation on June 5 titled “Numicon Instruction as a Supplemental Mathematics Intervention for Kindergarten Students.” Committee members are Frederick Brigham (fbirgham@gmu.edu), chairperson, Pamela Baker (pbaker5@gmu.edu), and Thomas Scruggs (tscruggs@gmu.edu).

Jennifer Walker (jwalkerr@gmu.edu) defended her doctoral dissertation on June 3 titled “Manifestation Determination Reviews and School Team Decision-Making With Students With Emotional/Behavioral Disabilities.” Committee members are Frederick Brigham (fbirgham@gmu.edu), chairperson, Peggy King-Sears (mkingsea@gmu.edu), and Pamela Baker (pbaker5@gmu.edu).

Jesse Ortel (jortel@gmu.edu) defended his doctoral dissertation on June 12 titled “Physical Therapists’ Adoption of the Lumbopelvic Manipulation Clinical Prediction Rule and Lumbopelvic Manipulation Following a Multi-Component Training Program.” Committee members are Brenda Bannan (bbannan@gmu.edu), chairperson, Joseph Maxwell (jmaxwell@gmu.edu), and Nada Dabbagh (ndabbagh@gmu.edu).

Patrick Ledesma (pledesml@gmu.edu) defended his doctoral dissertation on September 11 titled “A Study of Preservice Teacher Preparation for Data Driven Decision Making in Teacher Education Programs in Virginia.” Committee members are Gary Galluzzo (ggalluzz@gmu.edu), chairperson, Penelope Earley (pearley@gmu.edu), and Anastasia Kitsantas (akitsant@gmu.edu).

Ellen Nosal (enosal@gmu.edu) defended her doctoral dissertation on September 10 titled “It Figures in Their Future: Assessing the Impact of EverFi, a Virtual Environment, on High School Personal Finance Learning.” Committee members are Priscilla Norton (pnorton@gmu.edu), chairperson, Kevin Clark (kclark6@gmu.edu), and Dawn Hathaway (dhathawa@gmu.edu).

Maria Katradis (mkatradi@gmu.edu) defended her doctoral dissertation proposal on June 6 titled “Between Private and Public Learning: Teachers’, Students’, and Parents’ Beliefs in Modern Language Programs in the United States.” Committee members are Beverly Shaklee
Michele Repass (mrepass@gmu.edu) defended her doctoral dissertation proposal on August 16 titled “An Investigation Into the Effects of Participating in a Video Club on Novice Teachers’ Ability to Notice Student Thinking.” Committee members are Gary Galluzzo (ggulluzz@gmu.edu), chairperson, Joseph Maxwell (jmaxwell@gmu.edu), and Scott Bauer (sbauer1@gmu.edu).

Shantha Smith (ssmiu@gmu.edu) defended her doctoral dissertation proposal on August 1 titled “A Comparison of Perceptions From High School Students With and Without Disabilities About Their Science Co-Teaching Experiences.” Committee members are Peggy King-Sears (mkingsea@gmu.edu), chairperson, Anna Evmenova (aevmenov@gmu.edu), and Pamela Baker (pbaker5@gmu.edu).

Arayna Lindsay Yearwood (ayearwoo@gmu.edu) defended her doctoral dissertation proposal on July 31 titled “Voices of Experience: A Narrative Inquiry of Black Female World Language Teachers’ Experiences and Praxis in the World Language Classrooms and Communities.” Committee members are Rachel Grant, chairperson, Marjorie Haley (mhaley@gmu.edu), and Earle Reybold (ereybold@gmu.edu).

Nicole Woodard (nwoodar1@gmu.edu) defended her doctoral dissertation proposal on May 31 titled “The Relationship Between Cultural Mistrust, Racial Identity, and Help-Seeking Attitudes as Predictors of Prospective Black Clients’ Willingness to Seek Counseling From White Clinicians.” Committee members are Regine Talleyrand (rtalleyr@gmu.edu), chairperson, Joseph Williams (jwilli32@gmu.edu), and Dimiter Dimitrov (ddimitro@gmu.edu).

Megan Lynch (mfell@gmu.edu) defended her doctoral dissertation proposal on June 3 titled “Follow the Money: How School Leaders Make Sense of and Make Decisions About Funding for English Language Learners.” Committee members are David Brazer, chairperson, Penelope Earley (pearley@gmu.edu), and Michelle Van Lare.

Olga Corretjer (ocorretj@gmu.edu) defended her doctoral dissertation proposal on June 11 titled “Exploring FLES Teachers’ Attitudes and Perceptions About Assessment and Assessment Practices in the Elementary World Language Classroom.” Committee members are Rebecca Fox (rfox@gmu.edu), chairperson, Anastasia Samaras (asamaras@gmu.edu), and Stephen White (cwhite1@gmu.edu).

David Lojkovic (dlojokovi@gmu.edu) defended his doctoral dissertation proposal on August 26 titled “The Development and Use of a Modified Texting App to Increase Instances of Independent Expressive Communication for Individuals With Moderate to Severe/Profound Intellectual and Developmental Disabilities.” Committee members are Mike Behrmann (mbehrman@gmu.edu), chairperson, Margo Mastropieri (mmastrop@gmu.edu), Marci Kinas Jerome (mkinas@gmu.edu), and Anna Evmenova (aevmenov@gmu.edu).
Laura Harris (lharrie14@gmu.edu) defended her doctoral dissertation proposal on July 18 titled “The Impacts of Access to the Least Restrictive Environment on Academic and Career Goal Attainment for Students With High Functioning Autism in the Commonwealth of Virginia.” Committee members are Mike Behrmann (mbehrman@gmu.edu), chairperson, Vicky Spencer (vspencer@gmu.edu), and Anna Evmenova (aevmenov@gmu.edu).

Bradley Rankin (brankin3@gmu.edu) defended his doctoral dissertation proposal on June 17 titled “The Impact of Anchored Contextualizing Problems on Teachers’ Concerns and Perspectives About Teaching Mathematics From a Standards-Based Approach.” Committee members are Margret Hjalmarson (mhjalmar@gmu.edu), chairperson, Eammon Kelly (akelly1@gmu.edu), and Jennifer Suh (jsuh4@gmu.edu).

Shanna Takacs (stakacs@gmu.edu) defended her doctoral dissertation proposal on August 26 titled “A Critical Look Into Co-Teaching Practices at the Secondary Level.” Committee members are Scott Bauer (sbauer1@gmu.edu), chairperson, Pamela Baker (pbaker5@gmu.edu), and Rick Brigham (fbrigham@gmu.edu).

Ramond Shorter (rshorter@gmu.edu) defended his doctoral dissertation proposal on September 3 titled “Black Early Childhood Teachers’ Perspectives of Overrepresentation of Black Students in Special Education.” Committee members are Julie Kidd (jkidd@gmu.edu), co-chairperson, Susan Burns (mburns2@gmu.edu), co-chairperson, and Supriya Baily (sbaily1@gmu.edu).

Samantha Spinney (sspinney@gmu.edu) defended her doctoral dissertation proposal on September 3 titled “Perceived Effects of Participation in Immigration Activist Organizations on Undocumented Students in Higher Education.” Committee members are Joseph Maxwell (jmaxwell@gmu.edu), chairperson, Rachael Goodman (rgoodma2@gmu.edu), and Paul Gorski (pgorski1@gmu.edu).

Reston Bell (rbell7@gmu.edu) defended his doctoral dissertation proposal on September 16 titled “Differential Outcomes for African American Males Requiring Mental Health Supports in the Juvenile Justice System According to Placement.” Committee members are Fred Bemak (fbemak@gmu.edu), chairperson, Rita Chi-Ying Chung (rchung@gmu.edu), June Tangney, and David Wilson.

Grants/Proposals

Robert Baker (rbaker2@gmu.edu), Pamela Baker (pbaker5@gmu.edu), and Craig Esherick (cesheric@gmu.edu) received an award for $997,484 titled “Sport Diplomacy Initiative: ECA Sports Youth Visitor Program” from the U.S. Department of State.

Ilham Nasser (inasser@gmu.edu) received an award titled “Teaching for Forgiveness in Arab Schools: Teachers’ Perspectives in K-12 Classrooms” for $16,990 from the Salam Institute for Peace and Justice.
Wendy Frazier (wfrazier@gmu.edu) received an award in the amount of $71,624 from Fairfax County Public Schools titled “George Mason University Elementary PDS Internship Program–Fairfax County Public Schools.”

Wendy Frazier (wfrazier@gmu.edu) received an award in the amount of $13,261 from Prince William County Schools titled “George Mason University Elementary PDS Internship Program–Prince William County Schools.”

Jennifer Suh (jsuh4@gmu.edu) and Padmanabhan Seshaiyer (pseshaiy@gmu.edu) received an award for $39,852 from the U.S. Department of Education titled “VA STEM CoNNECT.”

Jennifer Suh (jsuh4@gmu.edu) and Padmanabhan Seshaiyer (pseshaiy@gmu.edu) received an award for $246,696 from the U.S. Department of Education titled “Developing Rational Numbers and Proportional Reasoning Through Math Models and Performance-Based Assessments: Teaching and Assessing Virginia’s 6-8 Mathematics Standards of Learning.”

Jennifer Suh (jsuh4@gmu.edu) and Padmanabhan Seshaiyer (pseshaiy@gmu.edu) received an award for $246,696 from the U.S. Department of Education titled “Building Number and Number Sense Through Math Models and Performance-Based Assessment: Teaching and Assessing Virginia’s 2009 K-2 Mathematical Standards of Learning.”

Nelson Cortes (ncortes@gmu.edu) received an award titled “Functional Pre-Participation Evaluation (F-PPE) for Predicting Lower Extremity Injury in School-Aged Children” for $8,254 from the National Institutes of Health.”

Heidi Graff (hgraff@gmu.edu) received an award for $9,856 from the HSC Foundation titled “Mason LIFE Congressional Internship Program.”

Kevin Clark (kclark6@gmu.edu) received an award modification for $30,000 titled “After School Game Design Program at Mason” from the Entertainment Software Association Foundation.

Margo Mastropieri (mmastrop@gmu.edu) and Thomas Scruggs (tscruggs@gmu.edu) received an award modification from the U.S Department of Education titled “Applying Scholarship to Create and Evaluate Next Developments in Special Education.” The modification amount is $249,999.

Anna Evmenova (aevmenov@gmu.edu) and Kelley Regan (kregan@gmu.edu) received an award modification in the amount of $450,595 from the U.S. Department of Education titled “Project WeGotIT!: Writing Effectively With Graphic Organizers—Teachers Integrating Technology.”

Elavie Ndura (endura@gmu.edu) received a modification from the George Mason University Foundation titled “Shinnyo-En Fellowship” in the amount of $12,000.
David Anderson (danderso@gmu.edu) received an award from Sigma Nu Fraternity, Inc. for $12,500 titled “Evaluation of LEAD Program Sigma Nu Fraternity.”

David Anderson (danderso@gmu.edu) received an award from the Unified Prevention Coalition of Fairfax County for $7,500 titled “Evaluation of Underage Drinking STOP Initiative.”

Jenice View (jview@gmu.edu) submitted a proposal in the amount of $49,602 to the Spencer Foundation titled “Fifty Years After Freedom Summer: Youth Civic Engagement in McComb, MS.”

Shelley Wong (swong1@gmu.edu) submitted a proposal to the Spencer Foundation for $48,286. The proposal is titled “Urban School Gardens as Sites for Multilingual Youth Leadership and Parental Involvement.”

Holly Lawson (hlawson2@gmu.edu) submitted a proposal to Salus University titled “National Leadership Consortium in Sensory Disabilities” for $32,038.

Betty Sturtevant (esturtev@gmu.edu) submitted a proposal titled “Center for Teaching Excellence” to the Virginia Department of Education for $720,000.

Mike Behrmann (mbehrman@gmu.edu) submitted a proposal to the Virginia Department of Education titled “TTAC Main FY14” in the amount of $1,697,205.

Mike Behrmann (mbehrman@gmu.edu) submitted a proposal to the Virginia Department of Education titled “XBOX Kinect FY14” in the amount of $33,175.

Mike Behrmann (mbehrman@gmu.edu) submitted a proposal to the Virginia Department of Education titled “AIM-VA FY14” in the amount of $1,040,000.

Mike Behrmann (mbehrman@gmu.edu) submitted a proposal to the Virginia Department of Education in the amount of $419,000 titled “TTAC Early Childhood FY14.”

Mike Behrmann (mbehrrman@gmu.edu) and Pamela Baker (pbaker5@gmu.edu) submitted a proposal to the Virginia Department of Education titled “Statewide Program in Applied Behavior Analysis” in the amount of $89,069.

Rebecca Fox (rfox@gmu.edu) and Wendy Frazier (wfrazier@gmu.edu) submitted a proposal titled “U.S. Russia Peer-to-Peer Dialogues in Education Program” to the U.S Department of State for $147,202.

Erin Peters-Burton (epetersl@gmu.edu) and Anastasia Kitsantas (akitsant@gmu.edu) submitted a proposal for $461,558 to Rutgers University titled “Project TRAIN: Teachers as Regulatory Agents and Innovators: Developing a Professional Development Training to Enhance Middle School Teachers’ Capacity to Provide Process and Self-Regulation Student Feedback During Scientific Investigations.”
Erin Peters-Burton (epeters1@gmu.edu) submitted a proposal in the amount of $1,145,647 to the National Science Foundation titled “PANGEA: Performance Assessment of NOS Through Game Enhanced Acquisition.”

Angela Miller (amille35@gmu.edu) submitted a proposal to Indiana State University titled “Examining the Development of Conceptual Understanding of Negative Numbers in Elementary and Middle School Students” in the amount of $55,127.

David Anderson (danderso@gmu.edu) submitted a proposal for $7,680 to the Unified Prevention Coalition titled “Technical Assistance for Fairfax County Substance Abuse Prevention Initiatives.”

David Anderson (danderso@gmu.edu) submitted a proposal for $26,454 to the Unified Prevention Coalition titled “Evaluation of Community Youth and Young Adult (15–24 years old) Drinking and Driving Prevention.”

Shane Caswell (scaswell@gmu.edu), Emanuel Petricoin (epetrico@gmu.edu), Lance Liotta (lliotta@gmu.edu), Guoqing Diao (gdiao@gmu.edu), Jatin Ambegaonkar (jambegao@gmu.edu), and Nelson Cortes (ncortes@gmu.edu) submitted a proposal to General Electric titled “Development and Implementation of a Novel Salivary Biomarker Fingerprint and POC Nanotechnology Method for Sports-Related Traumatic Brain Injury Diagnosis” in the amount of $299,880.

Shane Caswell (scaswell@gmu.edu), Jatin Ambegaonkar (jambegao@gmu.edu), Amanda Caswell (aallen1@gmu.edu), and Matthew Ferry (mferry2@gmu.edu) submitted a proposal to the Potomac Health Foundation titled “The ACHIEVES Project (AdvanCing Healthcare Initiatives for undErserVEd Students” for $447,709.

Anthony Pellegrino (apelle2@gmu.edu) and Kristien Zenkov (kzenkov@gmu.edu) submitted a proposal for $24,633 to the Ruddie Memorial Youth Foundation titled “Picturing What Literacy Means to Diverse Youth and Preservice Teachers in the U.S.: A Photo-Driven, Youth-Facilitated Exploration.”

Margret Hjalmarson (mhjalmar@gmu.edu), Jill Nelson (jnelson@gmu.edu), and Cody Edwards (cedward7@gmu.edu) submitted a proposal titled “Designing Teaching: Scaling up the SIMPLE Design Framework for Interactive Teaching Development” to the National Science Foundation for $572,190.

Kevin Clark (kclark6@gmu.edu) submitted a proposal to Arizona State University in the amount of $64,768 titled “Gap Analysis for Broadening Participation in STEM.”

Supriya Baily (sbaily1@gmu.edu) and Beverly Shaklee (bshaklee@gmu.edu) submitted a proposal to the United States Agency for International Development titled “Enhancing the Quality and Capability of Teacher Educators in India—A Constructive Approach” for $4,265,461.
Fred Bemak (fbemak@gmu.edu) and doctoral student Reston Bell (rbell7@gmu.edu) submitted a proposal in the amount of $25,000 to the National Institute of Justice titled “Differential Outcomes for African American Males Requiring Mental Health Supports in the Juvenile Justice System According to Placement.”

April Mattix (amattix@gmu.edu) submitted a proposal to the Longview Foundation titled “Global Education for Teachers Collaborative (GET Collaborative)” in the amount of $25,766.

Kelley Reagan (kregan@gmu.edu) and Pam Baker (pbaker5@gmu.edu) submitted a proposal for $277,043 to the Virginia Department of Education titled “Traineeships for Education of Special Education Personnel (General Curriculum K-12 Endorsement Area Program).”

Len Annetta (lannetta@gmu.edu) and Diana D’Amico (ddamico2@gmu.edu) submitted a proposal to the Institute of Education Sciences for $1,500,000 titled “GAMERS (Getting a Motivational Education in Rural Schools).”

Susan Burns (mburn2@gmu.edu), Julie Kidd (jkidd@gmu.edu), Michelle Buehl (mbuehl@gmu.edu), and Wendy Frazier (wfrazier@gmu.edu) submitted a proposal for $1,598,715 to the Institute of Education Sciences titled “Exploring the Antecedents and Outcomes of Young Children’s Writing and Representing in Literacy, Mathematics, and Science.”

Scott Bauer (sbauer1@gmu.edu) submitted a proposal to the U.S. Department of Education titled “Problem-Based Learning Intervention: Studying Student Achievement” for $384,273.

Ana Taboada (ataboad1@gmu.edu), Angela Miller (amille35@gmu.edu), and Michelle Buehl (mbuehl@gmu.edu) submitted a proposal for $1,598,902 to the Institute of Education Sciences titled “Cognitive and Motivational Contributors to Reading Comprehension in English Learners (ELs) and English Monolinguals (EMs): Different or Similar Growth Patterns?”