

Inside

POSITIVE SIGN

District, PFT enter into historic agreement

BY PAUL HALLORAN

Let the record show that Flag Day this year was a banner day for Pittsburgh Public Schools.

Members of the Pittsburgh Federation of Teachers voted June 14 to ratify a groundbreaking 5-year contract centered around what matters most – advancing the teaching profession in a way that is aligned with improving student achievement. Later that day, the Board of Education approved the contract at a special legislative meeting.

The contract, which was approved by more than a 2-to-1 margin by the 1,706 teachers who voted, is precedent-setting not only for its

length and language, but also for the way in which it was negotiated.

“We were able to redefine ‘the table,’” Superintendent Mark Roosevelt said of the negotiations process. “The union vs. district method historically had been adversarial by nature and unproductive. We knew we needed to take collective responsibility for educational outcomes.”

To that end, neither side used attorneys or mediators. Instead, the District and the PFT – including rank-and-file teachers – collaborated on the details to be included in the agreement. Teachers and administrators met last April for a Cooperative Convening session to discuss some of the more complex issues.

“This was a very difficult negotiation, but the District and union leadership really did work together to solve problems,” said PFT President John Tarka. “We are well aware of concerns about student achievement, and the tremendous opportunities students have through The Pittsburgh Promise®. We also took into

account teacher concerns about traditional issues like salary and benefits as well as performance-based pay and opportunities for career advancement.”

“Having the voice of teachers at the table during the Convening brought an element of integrity to the work that the negotiations team alone could not have brought,” said Roosevelt. “By affirming the direction the PFT leadership has taken, our teachers have chosen to lead the transformation of public education across the country.”

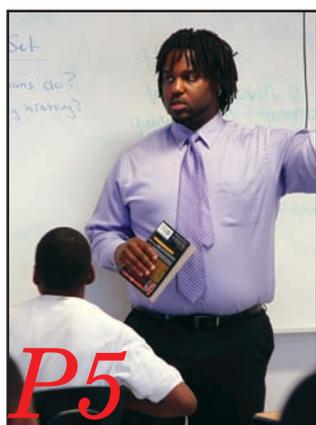
A contributing factor to the successful negotiations was the spirit of collaboration developed during the joint design

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Promise-Ready in Pittsburgh



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Educating the educators



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Technical tune-up

DISTRICT EARNS \$37 MILLION NATIONAL REFORM GRANT



PFT President John Tarka and Superintendent Mark Roosevelt celebrate the signing of the new agreement.

Sharing his success at home is Key

BY PAUL HALLORAN

Achieving professional success is pleasing; having the opportunity to share your prosperity and expertise with those who watched you grow up is even more personally gratifying.

Keith Key knows that feeling, having gone from Pittsburgh Peabody Athlete of the Year in 1983 to Ohio State Buckeye to entrepreneur extraordinaire. And

while Key’s company, KBK Enterprises, operates in a half-dozen cities, it is the work he has done in Pittsburgh that gives him the greatest satisfaction.

Four years ago, KBK answered an RFP from the Housing Authority of the City of Pittsburgh to redevelop the Garfield Heights public housing project. Key was born into public housing in the Hill District and moved to the Garfield

Heights neighborhood when he was in middle school, so he was very interested in the project.

While attending the meeting at which the winning bid was chosen, Key was touched by the fact that people who remembered him as a youth had come to speak on his behalf and celebrate his success.



KEITH KEY

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Thank you, Pittsburgh, for five great years



MARK ROOSEVELT

At the end of December 2010, I will leave my position as Superintendent of Pittsburgh Public Schools.

It has been an enormously rewarding five years, and I am proud of the progress we have made toward our shared vision of *Excellence for All*. I have been inspired by the energy, passion and dedication demonstrated by so many as we have worked together to reduce the obstacles standing between our students and success.

The changes we have made during these past five years have been challenging and at times quite difficult, but our focus always has been on the end goal: Will it contribute to a better future for our children?

We have redesigned our curriculum so that it challenges our students to reach for their highest potential. We have established the Pittsburgh Urban Leadership System of Excellence and the Pittsburgh Emerging Leadership Academy as part of our efforts to ensure that our Principals are prepared to be effective instructional leaders. We have opened new schools, including the Pittsburgh Science and Technology Academy 6-12, Pittsburgh Milliones University Preparatory 6-

12, Pittsburgh Obama (IB) 6-12, and the District's Accelerated Learning Academies so that parents have a better opportunity to choose a program that is best suited to their child's individual needs and interests.

By embracing an ambitious agenda aimed at improving the life prospects of every child, we have moved from a district facing the possibility of State takeover to a leader in education reform. And we have seen evidence, based on the gains in academic performance, that the work we have done is paying significant dividends for our students.

And while we can be justifiably proud of what we have accomplished together, there is still a great deal more to do. As I prepare for new personal challenges, I believe the District is well placed to continue the work of creating teaching and learning environments in every school that inspire and motivate every child to achieve at high levels.

In 2009, the District was awarded a highly competitive \$40 million grant from the Bill & Melinda Gates Foundation to support the **Empowering Effective Teachers** plan. The plan was co-authored by the District and the Pittsburgh Federation of Teachers to ensure that there is a highly effective teacher in every classroom, every day. I am happy to share the very good news that on Sept. 23, 2010, the District received a grant award of \$37.4 million from the U.S. Department of

Education's 2010 Teacher Incentive Fund (TIF) program that brings us close to completing the funding needed for the **Empowering Effective Teachers** plan.

Implementation of the **Empowering Effective Teachers** work is well underway. Through the Promise-Readiness Corps, one of seven components of the plan, tightly-knit teams of teachers are already engaging 9th grade students at our comprehensive high schools. The charge of the Corps is to significantly increase the number of students who arrive at 11th grade Promise-Ready, on course to graduate, and equipped to pursue their dreams.

On June 14, 2010, the District and Pittsburgh Federation of Teachers signed a historic, five-year collective bargaining agreement around what matters most – advancing the teaching profession in a way that is aligned with our common mission of improving student achievement. The contract is anchored around the **Empowering Effective Teachers** plan, and the five-year time span offers the stability needed to continue to focus on the work of improving student achievement.

I have deliberately saved the best for last. The Pittsburgh Promise® — our community's incredible gift to its young people — is inspiring and motivating our students by providing scholarships to eligible graduates to

attend any college or university in Pennsylvania, as well as technical and trade schools that offer two-year degree programs. UPMC brought the Promise to life with its tremendous gift of \$100 million. I am deeply grateful to UPMC for taking that critical first step, and to the many additional contributors who have helped us on the way to meeting the challenge of raising an additional \$150 million. Achieving that goal will mean that generations of Pittsburgh's children will have the continuing assurance of The Pittsburgh Promise.

I want to thank the Board of Directors, District staff, the Pittsburgh Federation of Teachers, our parents and families, our students, our local foundations and civic leaders and our many community partners for sticking with us. Improving student achievement is hard work. Together we have overcome great challenges and have laid the foundation for a solid future for this District and its students.

It has been an honor to serve as the Superintendent of the Pittsburgh Public Schools. Pittsburgh is a special place, and I have no doubt that by continuing to work together to provide the best opportunities for our students, this District will achieve *Excellence for All*.

Mark Roosevelt is Superintendent of Schools.

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Students asked to share their Promise to Pittsburgh

Three years ago, the Pittsburgh community made a commitment to students and families in the Pittsburgh Public Schools to help plan, prepare and pay for education after graduation. That commitment is called The Pittsburgh Promise®. The Promise encourages students to “Dream Big” and “Work Hard” so that they’re eligible for a Promise scholarship at graduation.

Now, the City of Pittsburgh, Pittsburgh Public Schools and The Pittsburgh Promise are encouraging high-school students to answer an important question: What is your promise to Pittsburgh?

The Mayor invites high-school students to create a video that shows how they plan to give back to our



city and their hopes for making a difference. The five most creative and unique submissions will be placed on the City of Pittsburgh Facebook page where friends and family can place a “Like” vote for their favorite entry. The submission with the most “Likes” will receive a number of prizes including:

- Tickets to a Pittsburgh Penguins game
- Lunch with Mayor Luke Ravenstahl
- Placement of the video on:
 - the City's Cable Channel
 - the City of Pittsburgh's website/Facebook
 - the Pittsburgh Promise website/Facebook
 - the Pittsburgh Public Schools website

All entries and signed waivers must be received or postmarked by **Nov. 24**. The top 5 submissions will be selected and placed on the City of Pittsburgh's Facebook page on **Dec. 3**. **Voting will begin on Dec. 3, and will end on Dec. 17, at 4 p.m.**

For more information about contest details or submission requirements, visit: MyPromise.pittsburghpa.gov.

Dates to remember

Nov. 2 – No school, students	May 30 – Memorial Day holiday
Nov. 11 – Veterans Day holiday	Jun. 11-12 – High school commencement ceremonies
Nov. 25-26 – Thanksgiving vacation	Jun. 15 – Last day of school, students
Dec. 23-31 – Winter vacation	Report card dates
Jan. 17 – Martin Luther King holiday	Nov. 23 – First quarter
Jan. 31-Feb. 1 – No school, students	Feb. 8 – Second quarter
Feb. 2 – First day of second semester	Apr. 14 – Third quarter
Apr. 15 – Early dismissal	Jun. 22 – Fourth quarter
Apr. 18-22 – Spring vacation	

Excellence for Educator

The Pittsburgh Educator won an **Award of Excellence** in the Print Newsletters – External Audience category in the 2010 National School Public Relations Association (NSPRA) Publications and Electronic Media Awards competition.

PITTSBURGH BOARD OF ED 2010-11

At the start of each new school year, new families have joined Pittsburgh Public Schools, some have moved to new communities and young people have moved to new classrooms or new schools.

While getting to know — or renewing acquaintances with — the members of your child's school community, the start of the new school year is also a good time to get to know the members of the Pittsburgh Board of Education.

The Board is committed to providing the best education possible for every student by providing outstanding teachers, programs and services that enable every student to achieve their maximum potential. Nine members are elected to four-year terms, by district, to serve the students, families and taxpayers of the City of Pittsburgh. Below you'll find a profile for each one.



DARA WARE ALLEN was appointed to represent District 2 in 2009. Dr. Allen is a resident of Highland Park and serves the communities of East Allegheny, Highland Park, Lawrenceville, Morningside, Polish Hill, Spring Hill, Spring Garden, Stanton Heights, Strip District, Troy Hill, and Washington's Landing. She is married and the mother of two children. She is chair of the Education Committee and a member of the Communications & Marketing and Business/Finance committees. Dr. Allen is executive director of a local nonprofit community organization. She enjoys spending time with family and friends, reading non-fiction books and watching movies.



MARK BRENTLEY SR. was first elected to represent District 8 in 1999. Mr. Brentley is a resident of the Northside and serves the communities of Beltzhoover, Downtown, part of the Hill District, Manchester and Northside. He is married and the father of five children. He is Board liaison for MBE/WBE. He has served as chair of the Business Affairs and MBE/WBE (Business Enterprise) committees, co-chair of Technology, and as liaison for Head Start and the Pennsylvania Interscholastic Athletic Association (PIAA). He also co-founded and has chaired the District's annual "Take a Father to School Day" celebration since its inception in 1999. Mr. Brentley is employed full-time as a

laborer. Special interests include sports, reading, the outdoors, and more.



THERESA COLAIZZI was first elected to represent District 5 in 2001. Mrs. Colaizzi is a resident of Greenfield and serves the communities of South Side, South Oakland, Central Oakland, Lincoln Place, Summerset at Frick Park, Swisshelm Park, Greenfield, Hazelwood and Squirrel Hill. She is married and the mother of two children. She has been President of the Board since 2009 and is co-chair of the Negotiations Committee. She has been a member of the Policy and Audit committees, co-chair of Government Relations and has chaired Personnel and Negotiations. She also has represented the Board at the Head Start Policy Council and Right to Education Task Force. Mrs. Colaizzi is a business owner and hairdresser. Special interests include baking homemade bread and making homemade pasta and sauce.



JEAN FINK was first elected to represent District 7 in 1976. Mrs. Fink is a resident of Carrick and serves the communities of Allentown, Arlington, Bon Air, Carrick, East Brookline, Knoxville, Mt. Oliver, Overbrook and the South Side Slopes. She is chair of the Personnel Committee, a member of Business & Finance, and represents the Board at the

Council of Urban Boards of Education. She served one term as Board President and has chaired the Business Affairs, Facilities, Pupil Services, and Strategic Planning committees. She is the mother of six children and has nine grandchildren. Mrs. Fink is a caterer. Her special interests and hobbies are sewing, crafts, playing cards, cooking and baking, crocheting, reading science fiction and motorcycle riding.



SHERRY HAZUDA was first elected to represent District 6 in 2007. Mrs. Hazuda is a resident of Beechview and serves the communities of Banksville, Beechview, Brookline, East Carnegie, Mt. Washington, West End and Westwood. She is chair of the Board Effectiveness and Communications & Marketing committees and represents the Board as Title I liaison. She is married and is the mother of four and grandmother of two children. She is employed by a health care organization. Her special interests and hobbies include service in her church and community, including working with elementary-age children and editing the neighborhood newspaper. She also enjoys her Old English Sheepdog, Bailey.



WILLIAM H. ISLER was first elected to represent District 4 in 1999. Mr. Isler is a resident of Squirrel Hill and serves the communities of Hazelwood, Oakland, Regent Square, and Squirrel Hill. He is

Second Vice President of the Board, chair of the Ad Hoc Committee and a member of the Education and Communications & Marketing committees. He represents the Board at the Council of the Great City Schools. He served as Board President from 2003 to 2008 and has chaired the Finance, Personnel, and Public Relations committees. He is married and the father of one child. Mr. Isler is president of a non-profit organization that creates programs and projects that support children and their families. He is the recipient of a Presidential Medal of Honor. His special interests are reading, running, spending time with family and working for children.



FLOYD "SKIP" MCCREA was first elected to represent District 9 in 2001. Mr. McCrea is a resident of Perry North and serves the communities of Brighton Heights, Chartiers City, Crafton Heights, Elliott, Esplen, Marshall-Shadeland, Northside, Observatory Hill, Perry Hilltop, Sheraden and Windgap. He is chair of Business/Finance. He has also chaired the Student Services and Safety committees. He is the father of one child. Mr. McCrea is a firefighter and also teaches fire safety as Sparky the Fire Dog. Special interests and hobbies include gardening and riding roller coasters.



SHARENE SHEALEY was first elected to represent District 1 in 2009. Ms. Shealey is a resident of North

Point Breeze and serves the communities of East Hills, parts of East Liberty, Friendship, Homewood, Lincoln-Lemington, North Point Breeze, South Point Breeze and Shadyside. She is chair of the Negotiations Committee, a member of the Education Committee and represents the Board as liaison to the Right to Education Task Force. She is the mother of four children. Ms. Shealey is employed as a Chemical Engineer. She enjoys spending her free time with her children.



THOMAS H. SUMPTER JR. was first elected to represent District 3 in 2005. Mr. Sumpter is a resident of Upper Hill District and serves the communities of Bloomfield, East Liberty, Garfield, parts of Oakland, parts of Stanton Heights and Upper Hill District. He is First Vice President of the Board and has chaired the Education Committee. He has also served on the Negotiations, Government Relations and Ad Hoc committees and has represented the Board at the Pennsylvania School Boards Association and Head Start Policy Council. He is married and the father of one child. Mr. Sumpter is retired from full-time employment. Special interests and hobbies include community activities, computers and bowling.

COMMITMENTS OF THE BOARD

We will educate all children to their highest level of academic achievement.

We will provide a safe and orderly environment for all students and employees.

We will provide efficient and effective support for all students, families, teachers and administrators.

We will distribute resources in an efficient and equitable manner to address the needs of all students, to the maximum extent feasible.

We will improve public confidence and encourage strong parent/community engagement in the District.

EMPOWERING EFFECTIVE TEACHERS

Preparing for the Promise

Team approach to keep students on track

BY MEAGHAN CASEY

“Keep their eye on the prize.”

That’s what English teacher Jennifer Wright says students need to do, and the District’s new Promise-Readiness Corps is designed to make sure they don’t lose focus.

“We want all our freshmen to know that technical school or college is in their future,” said Wright, who is a member of the Promise-Readiness Corps team at Pittsburgh Langley High School. “In helping with the transition to high school, we’re teaching students how to create and follow through on short-term and long-term goal planning.”

At each comprehensive District high school, a tightly-knit team of teachers, counselors and social workers is collectively responsible for a cohort of 100-120 students. The goal is to be sure each of those students is Promise-Ready – on track at the start of grade 11 to graduate from high school fully prepared to access a scholarship from The Pittsburgh Promise®.

The Promise-Readiness Corps builds on the strategies of *Excel.9-12*, *The Plan for High School Excellence* and the District’s *9th Grade Nation* initiative. The aim of *Excel.9-12* is to reinvent Pittsburgh’s high schools. *9th Grade Nation* is designed to ease the transition to high school.

“Each student will participate in *9th Grade Nation* and this year, for the first

time, they’ll have the extra support of the Promise-Readiness Corps,” said Nancy Kodman, Executive Director for the Office of Strategic Initiatives.

Since the inception of *9th Grade Nation* in 2007, the District’s student promotion rates have improved steadily, while the dropout rate has decreased. The Promise-Readiness Corps teams will build on that

“The Promise-Readiness Corps affords our students the opportunity to be more successful in ways that foster development of the whole student,” said Marlene Cabiness, a team member at Pittsburgh Westinghouse.

In addition to working as a team and serving as advisors for small groups of students, Promise-Readiness Corps members

achievement and provide advisory support.

“I think the systems we put in place that support teachers’ efforts to wrap their arms around their kids in a multitude of ways is vital for our students’ success as caring, mature adults,” said Wright.

Each teacher will meet two to three times a week with a group of 15 to 20 students to monitor their grades and attendance, said

Pittsburgh Langley social studies teacher Leonard Orbovich, another member of the Promise-Readiness Corps. “We’ll be in a much better position to keep them from falling between the cracks. If we all see to our own groups, the results should add up.”

Promise-Readiness Corps teams and administrators participated in three days of planning and development in August. Each team also took part in an additional eight-hour on-site planning and development session to prepare for the opening of school, more solidly define what their teaming and advisory role would look like and plan for *9th Grade Nation* activities.

“I’m fortunate that we have the time and resources to do more for our kids every day to make them ready for life after high school,” Wright said. “I have no doubt that if Promise-Readiness Corps teams work hard and support our students’ big dreams, graduation rates will increase.”

The Promise-Readiness Corps is one of the seven core

initiatives of the **Empowering Effective Teachers** plan. The plan was co-authored by the Pittsburgh Public Schools and the Pittsburgh Federation of Teachers and laid the foundation for the landmark five-year collective bargaining agreement between Pittsburgh Public Schools and the Pittsburgh Federation of Teachers.



Pittsburgh Langley Promise-Readiness Corps team member Sharon Michalich answers a question, while Courtney Brannon and Maryah Young work on an assignment during math class.

PHOTO: JASON COHN

progress.

As they carry out *9th Grade Nation* activities, the teams will deepen the work through team meetings to monitor and discuss student progress and the creation of advisory groups, both of which are key components of the Promise-Readiness Corps.

have committed to setting up support systems and providing a positive teaching and learning environment. Teams will meet frequently to look at students’ achievement history, attendance trends and behavioral records. An additional period has been added to the school day to accommodate the teams’ collaborative work to improve student

DISTRICT EARNS \$37 MILLION NATIONAL REFORM GRANT

Pittsburgh Public Schools has received a grant award of \$37.4 million from the U.S. Department of Education’s 2010 Teacher Incentive Fund (TIF) program.

“The federal government has made it clear that they will support aggressive, innovative education reform. Pittsburgh won this grant because we are on the cutting edge of national efforts to improve educational outcomes for students,” said Superintendent Mark Roosevelt. “This grant will support our work to improve teacher effectiveness.”

The District will use its TIF grant allocation to

complete realization of the **Empowering Effective Teachers** plan. The TIF funds will enable the District to build and make sustainable a new teacher compensation system with an approach to performance-based compensation that is mature, thoughtful, and complete. The **Empowering Effective Teachers** work also provides significant new earning opportunities for effective teachers. These opportunities are linked to a number of measures and offered at the District, school, cohort, and individual levels.

“We have been blessed to have great partners in

this work, most importantly the Pittsburgh Federation of Teachers,” Roosevelt added. “We have also benefitted from tremendous support from our civic and community leaders who recognized that the status quo wasn’t good enough any more.”

The **Empowering Effective Teachers** plan, and five years of successful reform, have positioned Pittsburgh to prove that effective teachers can move urban students to achievement levels that lead to college success or workforce certification. Earlier this year the District and the PFT achieved a comprehensive five-year collective bargaining

agreement centered on what matters most — advancing the teaching profession in a way that improves student achievement. This historic agreement is anchored in the **Empowering Effective Teachers** plan, which was co-authored by the District and the PFT and funded in part by a \$40 million grant from the Bill & Melinda Gates Foundation.

Pittsburgh Public Schools is one of only two TIF recipients from the Commonwealth of Pennsylvania, and is among the 10 largest award recipients in the nation.

EMPOWERING EFFECTIVE TEACHERS

EDUCATING THE EDUCATORS

Academy provides teachers with advanced training



Kim Hinzman makes a point at Pittsburgh Peabody.



Pittsburgh Milliones (UPrep) teacher Kashif Henderson answers a question for student Akil Brown.



Kashif Henderson instructs his history class.



Kim Hinzman engages students in a discussion.

PHOTOS: JASON COHN

In a District committed to a vision of *Excellence for All*, having a highly-effective teacher in every classroom is a critical piece of the excellence equation. Research tells us that of all the school based factors, good teachers make the largest difference in student achievement.

To be at the top in any profession means having the right tools, getting the right preparation and training, and working in an environment that encourages and supports getting the best from everyone. At The Teacher Academy, new and experienced Pittsburgh Public Schools teachers will take part in opportunities aimed at providing all three.

One of the key initiatives of Pittsburgh Public Schools' **Empowering Effective Teachers** plan, The Teacher Academy addresses three strategic priorities of the plan: increase the number of highly effective teachers; increase the exposure of high-needs students to highly effective teachers; and ensure all teachers and students work in learning environments that promote college-readiness.

And while teachers are continuing to build and expand their skills and experience, students who go to school at the Teacher Academy will be surrounded by teams of highly-effective teachers who recognize and value the impact they have on each young person's future. Exposure to educators who are also life-long learners offers another valuable benefit to students.

The three main components of The Teacher Academy are: summer induction for new teachers, new teacher residency program, including a pathway for alternative certification, and experienced teacher immersion program.

The **Summer Induction Program** was introduced during the summer of 2010. New teachers hired this year spent three weeks at the District's Professional Development Center, according to Kim Basinger, coordinator of The Teacher Academy; in addition, spots were made available on a first-come, first-served basis at summer induction for existing teachers who have not yet achieved tenure.

In past years, the Pittsburgh Federation of Teachers spent three days with new teachers before the start of the school year. Given the limited time available, this orientation offered a broad-brush introduction to the District. The expanded timeframe this year allowed for a more inclusive discussion of District goals and aspirations, as well as a deeper look at instructional matters such as implementing curriculum, creating a positive learning environment and other topics of particular interest and assistance to new teachers.

In addition to classroom work, participating teachers got a taste of what to expect at their respective schools. The new teachers visited the neighborhood in which their school is located and met with parents, students and community leaders. Their main task: to listen. "They got to hear what people value in a teacher," Basinger said.

The teachers also took a walk in the shoes of their students as they walked to their respective schools from neighborhood community centers to get an idea of where their students come from and what they experience traveling to school every day.

Beyond Diversity training was also on the agenda and included a Courageous Conversations about Race workshop to "help teachers create norms in the context of talking about race

and the impact of race and racism on student achievement," Basinger said.

Kashif Henderson, a first-year history teacher at Pittsburgh Milliones 6-12 (UPrep), participated in the induction over the summer.

"We had diversity training, learned classroom techniques,



teaching practices, and how to organize a classroom," said Henderson, who did an internship at UPrep last year and earned his master's in education from Pitt in June. "There was a lot covered in three weeks."

They also started two graduate-level courses – Studying Skillful Teaching and Discipline & Classroom

Management – that they will continue in 10 follow-up sessions.

"One of the themes of the teacher induction is that teachers need to build relationships with all students and they need to be culturally responsive to students' needs," Basinger said.

Through the 13-month **New Teacher Residency Program**, expected to begin at Pittsburgh Brashear for 2011-12, highly-effective teachers known as Clinical Resident Instructors will provide classroom instruction, mentoring and professional development to the teacher residents.

"We want to support and prepare our teachers before they go out on their own," Basinger said. "Working with and learning from our Clinical Resident Instructors will provide a strong foundation for the new teachers' initial classroom experience."

Under Pennsylvania law, all teachers must have a valid certificate in a content area such as mathematics, science,



English, to teach in a Pennsylvania classroom. Historically, educators have followed the most common path to certification by getting a degree in education. The **Alternative Certification Program** allows individuals from other career fields—such as engineering or law, for example—to teach in public schools

based on their field experience and training. In other cases, experienced teachers are able to move from their primary subject area to another area in which they don't have traditional certification.

Teachers who participate in the 9-week **Experienced Teacher Immersion Program** will spend two weeks in their classrooms to introduce and prepare their temporary replacement teachers. During their six-week stay at The Teacher Academy, the visiting teachers will work with Clinical Resident Instructors as well as other experienced teachers to review the latest research on teaching and learning; look at classroom management and student relationship-building strategies; review the District's core curricula and programs that promote Promise-Readiness; and explore how data-informed decision-making supports improved student academic performance. The final week of The Teacher Academy experience will be spent with replacement teachers to ensure a smooth transition back to their regular classrooms.

The **Empowering Effective Teachers** plan is the next building block in the District's vision of *Excellence for All*. Students have made significant gains in academic performance over the past three years, and the plan is designed to support continued progress toward Promise-Readiness for every student.



Dan Dengler, left, and Bobby Cumer work on a car in an auto-body repair class at Pittsburgh Brashear.



Dominique Kowalecki, left, and Megan Lipovsky, right, work with paraprofessional Angie Sherron at Pittsburgh Brashear.

PHOTOS: JASON COHN

Technical education gets tune-up

CTE programs offer students more options

BY RICH FAHEY

When it comes to career and technical education, students in Pittsburgh Public Schools can have the best of two worlds.

Through the District's new plan for career and technical education (CTE), students who don't find a program available at the school they are attending can take that class at another school within their region, while staying enrolled in their original school.

The plan, which was first presented to the Board of Education in March and approved in May, will take effect for the 2011-12 school year. It was the result of three years of collaboration with the community and input from independent consultants, and is designed to ensure that all students have access to quality programs in a cost-efficient manner.

"We are committed to having all students complete a post-secondary degree or workforce certification," said Superintendent Mark Roosevelt. "The technical skills

students need to enter the workforce today are higher than once required. This plan focuses on providing access for all of our students to quality CTE programs that will prepare them for the priority jobs of today and tomorrow."

Clusters are organized geographically: **East** – Pittsburgh Westinghouse, Pittsburgh Peabody, Pittsburgh Allderdice and Pittsburgh Milliones; **South/West** – Pittsburgh Brashear, Pittsburgh Carrick and Pittsburgh Langley; **North** – Pittsburgh Oliver and Pittsburgh Perry.

Students in all clusters will be able to prepare for careers in health, culinary arts, and business, finance and information technology. Each of the clusters will also feature "signature" programs that are unique to that cluster: refrigeration, RHVAC and welding in the **North**; robotics and engineering in the **East**; and machine operations, auto body repair and auto technology in the **South/West**. In addition, Cosmetology will be offered in the North and East regions.

Students take academic classes in either the morning or the afternoon, with the other half of the day devoted to career and technical education classes. The programs will require either two or three years to complete.

Pittsburgh Allderdice will retain its engineering magnet program, with students admitted through the District's magnet registration process. Students in the engineering magnet may obtain CTE certification. Pittsburgh Allderdice students who are not part of the engineering magnet can take advantage of CTE programs located in

their regional cluster.

Under another aspect of the plan, Pittsburgh Oliver High School will be transformed through establishment of an Early College Model. This new model will provide a college-preparatory program that includes career academies linking students to certified programs in post-secondary institutions. The following CTE academies at Pittsburgh Oliver will lead to CTE certification and post-secondary options: Building and Trades, Health Careers, Information Technology/Business Finance, and Consumer Sciences (Culinary Arts and Cosmetology).

Through the Multiple Education Pathways partnership among the District, the City of Pittsburgh and the Three Rivers Workforce Investment Board, Angela Mike, executive director of career and technical education since January 2010 and a graduate of the District's cosmetology program, said her office has worked closely with Three Rivers to make sure the courses and certifications the District is offering will provide real opportunity for students in the years ahead.

"No longer is it true that our students in CTE aren't prepared for college," said Mike. "The new CTE is rigorous and career-focused, and that combination is going to give our students the competitive edge to succeed in the future."

"We have identified areas where there will be a need and growth is projected, and where jobs are available that offer sustainable family wages," Mike said.



Theresa Kennedy gets hands-on experience in automotive technology class at Pittsburgh Brashear.



Glenn Holmes and teacher Tom Lipovsky work on a car engine as Mark Beyers looks on.



Matt Henschell prepares to drain fluid from a car in automotive technology class at Pittsburgh Brashear.



Teacher Charles Laush discusses an automobile part with Theresa Kennedy at Pittsburgh Brashear.



OASIS QUENCHES THIRST FOR LEARNING

OASIS volunteer Helen Flowers reads with second-grader Jaden Washington at Pittsburgh Lincoln.

PHOTO: JASON COHN

Tutoring program is rewarding for volunteers and students

BY RICH FAHEY

When the enthusiasm of youth is combined with the wisdom and experience of an older adult, wonderful things can happen.

These opportunities are unfolding daily as the OASIS Intergenerational Tutoring Program begins its second decade of support for students in Pittsburgh Public Schools.

OASIS tutors work with students in 29 schools. With the most recent additions, 140 have undergone the screenings and 12 hours of training necessary to join the program.

For Intergenerational Tutoring Coordinator Marlene Rebb, a retired educator and businesswoman, the program — now in its 10th year — is a labor of love. She oversees a group of volunteers who range in age from 50 into the 80s. They come from all walks of life, including active and retired educators, doctors, lawyers, nurses, accountants, and homemakers. There's no upper age limit to their participation. "They stay as long as they're physically able to do it," said Rebb.

She added that while the volunteers hail from different neighborhoods and have all levels of education, they share a common mission: a desire to help children.

Susan Sauer, Pittsburgh Public Schools' curriculum supervisor for reading, helped

train a new group of 15 tutors this summer. Sauer said the tutors are put through "very structured" training designed to make the most of the time they spend with the students, and that preparation has paid off. "Students really look forward to the day and time the tutor comes," said Sauer.

Rebb also attributes the program's success to the strength of the specially designed curriculum, the comprehensive and extensive training, and ongoing support for the tutors.

"The Literacy Experience activities that the tutors are trained to use are compatible with most instructional programs used in the classroom and are particularly well-suited to the needs of young children and the older adult tutors," Rebb said.

Helen Flowers, 69, who worked in information technology at Aristech Chemical Corp. before retiring, began her sixth year in the program this fall, working with second-grade students at Pittsburgh Lincoln K-8. "To me, the most satisfying part of the program is that look on their faces when they're doing well," she said. "They really want to learn."

As an African-American, she is pleased to see African-American male teachers who can serve as role models at her school and hopes

that more African-American men will find the time to be tutors.

Pat Gorczyca, 69, who is retired from the University of Pittsburgh's library system, began her seventh year as an OASIS tutor by working with students at Pittsburgh Spring Hill K-5 this fall. She met Rebb at a women's health fair outreach and was enticed by being able to do something meaningful that doesn't take up a lot of time.

"It (the tutoring) gives me a great deal of satisfaction," she said. "Especially the relationship with the student and watching his self-confidence build. I think just letting them know you really care about the progress they're making means a lot to them."

Gorczyca is working with Rebb on a project called "Tutor Tales," a compilation of anecdotes and stories from tutors about their work.

William Rago, 68, saw OASIS ads about the program, and decided to volunteer in the third grade at Pittsburgh Fulton PreK-5, a school his daughter attended. He began his third year in the program this fall.

The retired auditor and CPA volunteers with two or three different students at a time and said both teachers and students look forward to his visits.

"I try to liven things up," he said. "I'm interested in all kinds of reading and stories and I encourage my students to tell stories and to write them in their journals."

Gail Weisberg, Pittsburgh OASIS Executive Director sees a valuable connection between the work of the volunteer tutors and the School District's mission.

"I believe the program compliments the District's goals to achieve academic excellence and strength of character for its students, and our emphasis on building literacy skills certainly contributes to getting students Promise-Ready," Weisberg said.

OASIS is a national organization dedicated to enriching the lives of adults age 50 and older through lifelong learning and service. It offers older adults programs in the arts, humanities, health, technology, and the opportunity to make a difference in young lives. In addition to centers located in 17 cities, including Pittsburgh, individual programs are offered in an additional six.

Nationwide, 101 school districts participate in the OASIS Intergenerational Tutoring Program.

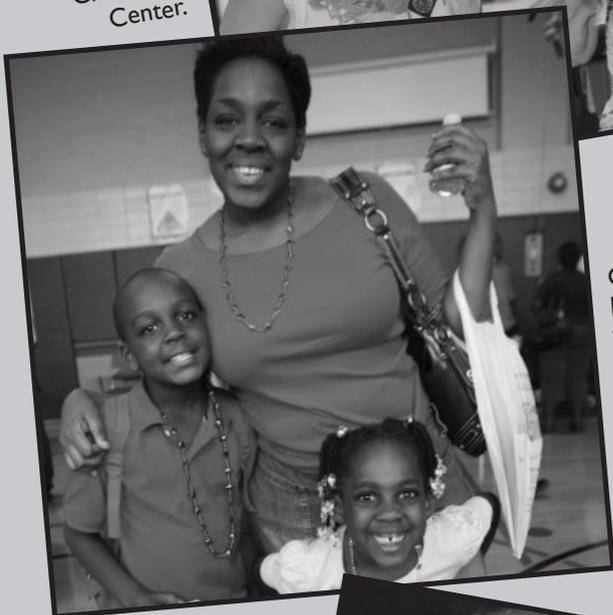
For more information: please contact 412-232-2022 or gweisberg@oasisnet.org.

Welcome back!

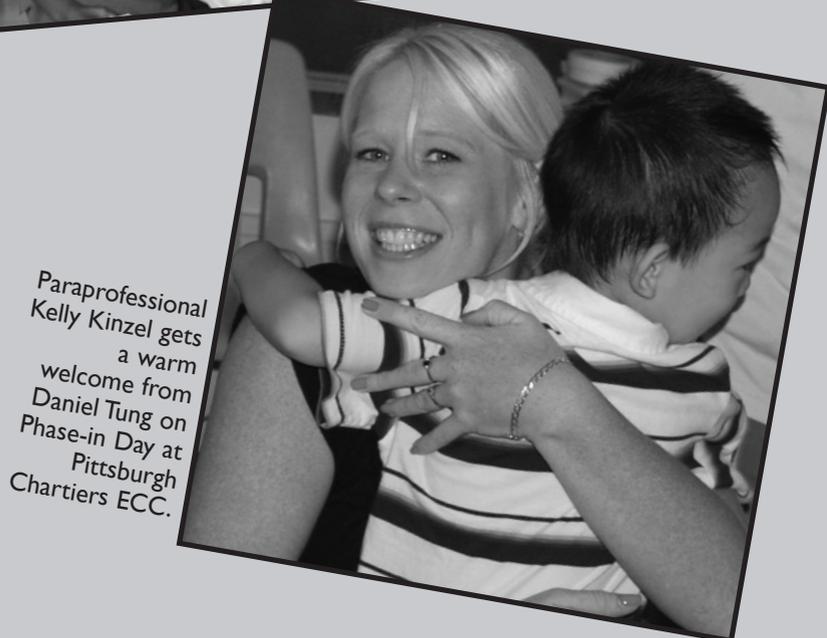
Pittsburgh Montessori student Leah Coles meets the "teacher's pet" at a Welcome Back event.



Pre-school teacher Amy McKee welcomes Peyton Fleming on Phase-in Day at Pittsburgh Chartiers Early Childhood Center.



Quinn Meyers, left, with his mother and sister at Pittsburgh Arlington ALA Meet and Greet Night.



Paraprofessional Kelly Kinzel gets a warm welcome from Daniel Tung on Phase-in Day at Pittsburgh Chartiers ECC.

ALUMNI PROFILE

Lasting bond with his teacher was well designed

BY PAUL HALLORAN

Before the College of Cardinals enter the Sistine Chapel in Rome to elect a Pope, they celebrate Mass in a chapel designed by Lou Astorino and stay in a residence hall on which his company consulted with Vatican architects.

And that makes Micki Roteman very proud.

It has been 49 years since Astorino walked into his sophomore English class at the former South Hills High School. The class was taught by first-year teacher Miriam "Micki" Fishman, herself just four years out of Pittsburgh Allderdice.

It did not take long for a bond to develop between teacher and student — an alliance that continues today, and is as solid as the foundation of any of the hundreds of buildings designed by Astorino, a world-class architect.

"I remember her being very caring and nurturing," Astorino said. "She was a wonderful example of a young teacher."

Astorino made a lasting impression on his teacher — who married Joel Roteman during her first year at South Hills — when they had a polite disagreement over a grade she gave him on a writing assignment.

Believing he deserved better than a B+, Astorino visited Roteman after school and asked what criteria she used to grade papers. After some discussion, she agreed to change the grade to an A, a decision she regretted later that night.

"I was so upset with myself," she recalled.

The next morning, there was Astorino standing in Roteman's classroom before school. Apparently, she was not the only one who had second thoughts about the grade change.

"He said he had trouble sleeping that night," Roteman said. "He said it was wonderful for me to change his grade, but the more he thought about it, the less he felt he deserved it. That was amazing to me, that he had that kind of sincerity and depth as a 10th-grader."

Astorino went on to graduate from Penn State with a degree in architecture in 1969. Three years later he founded the architectural firm that bears his name and has since become one of the most highly respected architects in the country.

When you work on projects such as the Chapel of the Holy Spirit at the Vatican, Children's Hospital of Pittsburgh at UPMC and PNC Park, you get your name in the newspaper once in awhile. At some point in the early 1990s, Roteman came across her former student's name in one of those articles and got in touch with him. They have been communicating ever since.

"When she called me I knew exactly who it was," Astorino recalled. "I don't forget my teachers. I can name every one of them and I



LOU ASTORINO

respect the important role they play. I think it's rewarding for students as well as teachers when the student has some measure of success in life."

In that case, Astorino and all his teachers can take great satisfaction. He has received a litany of honors including the Golden Achievement Award from Junior Achievement, the Ernst & Young Entrepreneur of the Year Award in Real Estate & Construction, and the Distinguished Alumni Award from Penn State.

One of his Penn State professors also made a lasting impression on Astorino, who as a freshman decided to wait until the last day to do 10 weeks' worth of sketches he had been assigned. When he got them back from the professor she had written a note to him: "You can draw, but can you work?"

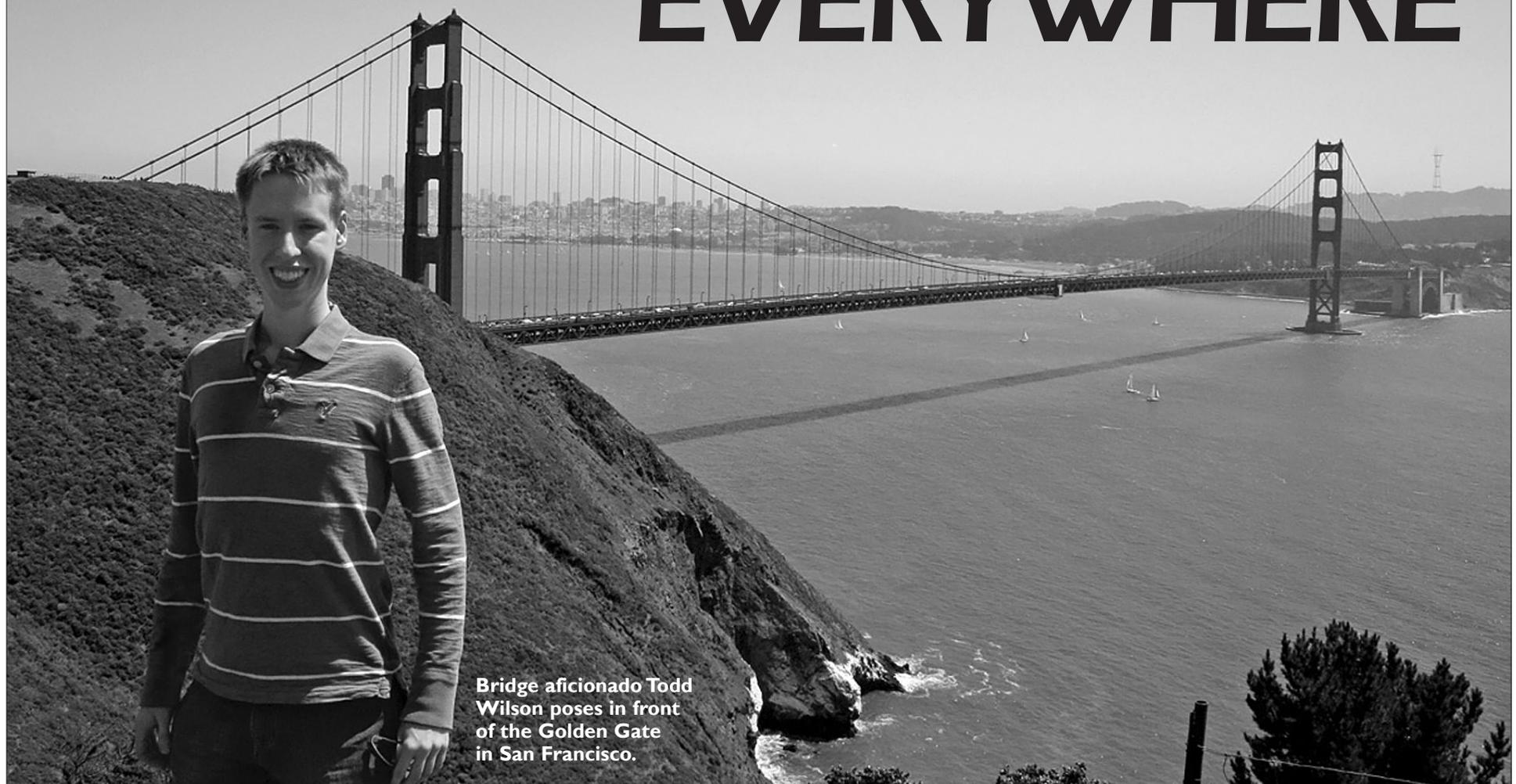
Forty-five years later, when Penn State played in the 2009 Rose Bowl, Astorino paid a visit to that professor, who has an architectural office in Pasadena, Calif. "I took the note with me," he said. "I told her that note straightened me out. It had a big influence on me."

Last spring, Astorino was asked to deliver the commencement address at the Penn State College of Arts and Architecture. It was a "moving experience" for the proud Nittany Lion, who helped design legendary Coach Joe Paterno's office and the football practice facility at his alma mater, and who employs about 30 PSU grads.

As he spoke of his experiences, Astorino told the graduates about his high school teacher and what a profound effect she had on him.

"He told me he was going to mention me in his speech," Roteman said. "He is a very special person. He has inspired me more than I inspired him."

ALUMNI PROFILES

BRIDGE TO
EVERYWHERE

Bridge aficionado Todd Wilson poses in front of the Golden Gate in San Francisco.

Pittsburgh Allderdice grad engineers success story

By RICH FAHEY

We call something that reminds us of an event long ago a bridge to the past.

That symbolism is not lost on Pittsburgh Allderdice High School alum Todd Wilson, but the bridges to the past that have captured his imagination are anything but symbolic.

Wilson, 26, is a traffic engineer for AECOM in Pittsburgh, and in February he was named a New Face of Civil Engineering by the American Society of Civil Engineers (ASCE). The designation goes to young engineers for their contributions and impact on society.

But in his spare time — when he isn't designing transportation systems, or managing major highways by using technology to decrease congestion and emergency response time — he travels around the country to document bridges for his Web site, www.bridgemapper.com.

Wilson strives to promote historic bridges

as attractions and to preserve them by incorporating them into trails and parks. He created the National Historic Bridge Weekend and Conference in 2009, uniting engineers, historians and community groups to discuss preservation ideas and solutions. The second Historic Bridge Weekend was held Aug. 20-22, 2010 in Pittsburgh.

"A lot of the bridges date back to the 1880s and were built before the automobile came into existence," he said. "But they were vital to the lives of the people they served."

Before graduating from Allderdice, Wilson attended Minadeo Elementary School and Sterrett Classical Academy. He then went on to earn a bachelor's degree in civil engineering with an additional major of engineering and public policy from Carnegie Mellon University.

Wilson's mother, Helen, an art teacher in Pittsburgh Public Schools for 32 years, said her son's fascination with the structure of bridges and highways actually led to an

interest in art.

"Todd liked his art classes with Mrs. Bediean at Minadeo, but almost the only things he ever drew on his own at home were bridges and highways," she said. "I made sure art materials were always available in our house, and Todd was exposed to art concepts from an early age, but the impetus for his future engineering career came from the way his mind worked. He drew like an engineer — his drawings of bridges, even from an early age, are structurally correct."

Wilson and older brother Jesse were "bridge kids" growing up, going around the city photographing bridges with cameras bought by their late father, Richard Wilson, who was a photographer.

Obviously, the Pittsburgh area was one big playground for the bridge-loving brothers. Depending on who performs the count, Pittsburgh or Venice, Italy, has the most bridges inside city limits in the world, and there are 1,900 bridges in Allegheny

County alone.

That explains why bridgemapper.com features so many bridges from western Pennsylvania. There are also several new and striking additions on the site, including the Zakim Bridge in Boston, featured as the cover photo on one of the bridge calendars Wilson designed, and a number of bridges in New York City.

The bridgemapper.com site currently documents 1,200 bridges in 30 states, with more being added all the time. Lauren Winkler, a friend and classmate of Wilson, helps him with site maintenance.

Wilson is the youngest member of the Carnegie Mellon Civil Engineering Advisory Council and volunteers as a teaching assistant at Carnegie Mellon. He is a member of four professional societies, among them the Pittsburgh History and Landmarks Foundation (PHLF) which focuses on preserving, revitalizing, and educating the public about historic properties and areas.

1,200 middle-school students discover learning can be fun

By MEAGHAN CASEY

This was not your grandfather's summer school. Unless, of course, he spent part of his day learning the martial art of judo, creating fashion designs out of found objects, kayaking on the river or developing his own video games.

Approximately 1,200 middle-school age students spent five weeks over the summer in the District's new Summer Dreamers Academy. And while fun activities like those above were definitely on the agenda, the main focus was to make sure those students kept up with their learning instead of going down the "summer slide."

"The goal was to reduce summer learning loss and reinforce academic skills, all while having fun," said Allison McLeod, operations manager of the Summer Dreamers Academy. "It was designed as a premier summer camp to give Pittsburgh students the same opportunities as their peers in more affluent communities often have."

According to the National Summer Learning Association, there has been a stronger push nationwide for districts to offer more summer programming to help prevent regression and shorten the need for a review process at the beginning of every school year. Funding for the Summer Dreamers Academy, which will be held again next summer, was generated from a combination of federal stimulus funds and private fundraising.

Staffed by 100 District teachers and 175 camp counselors — primarily college students or recent high school graduates — Summer Dreamers kicked off on July 12 and concluded on Aug. 13. The morning program was housed at six sites: Pittsburgh CAPA, Pittsburgh Peabody, Pittsburgh Brashear,

Pittsburgh South Brook, Pittsburgh King and Pittsburgh Obama at the Reizenstein facility.

Each morning, groups of up to 20 participated in one of two literacy themes: "McDonald's, Mars and Flying Cars: Spectacular Science" or "Let Your Creative Juices Flow: Exploring the Arts." Afternoons featured high-caliber programming facilitated by 27 local organizations such as the Carnegie Museums of Pittsburgh, Venture Outdoors, Pittsburgh Center for the Arts and Mad Science of Pittsburgh.

"I know more now about things like the Shadow Lounge and Harlem Renaissance," said student Tamia Gaines, who plans to pursue theatre at Pittsburgh CAPA. "I also learned how to act and I learned about August Wilson. I didn't know who he was; now I know he was a playwright. Overall, I got a lot of help and liked the people."

Gaines participated in the Young Playwrights program facilitated by City Theatre. She and her fellow campers heard about the great writers who hailed from Pittsburgh, such as

Wilson and George S. Kaufmann, and their methods of creating vivid characters and action-packed stories. On the final day, three groups of Young Playwrights performed staged readings of their original 10-minute plays for friends and family.

Culminating events by participants in other afternoon activities included fencing demonstrations, a production of *Beauty and the Beast*, a rocket launch, art and photography exhibits and a 40-mile bike ride and camping experience along the Youghiogheny River Trail.

Throughout the five weeks, teachers and counselors emphasized a range of academic and behavioral habits such as kindness, perseverance, focus, finding solutions to problems, helping others, quality work and active participation. They kicked off each day with an all-camp meeting focused on skill-building, preparation for high school and what it will take to be eligible for a scholarship from The Pittsburgh Promise®.

"It was a great opportunity for students to learn behaviors and skills that will be critical when they hit the transition from middle school to high school," said Cate Reed, program coordinator for the Summer Dreamers Academy.

Campers were expected to be on time, every day. They earned "dollars" in the form of Promise Points for strong character and academic displays. The Promise Points were redeemable at the Promise Store for items such as college T-shirts and pennants.

"It was a form of positive reinforcement," said McLeod. "The store was stocked with college gear because we wanted them to connect to the idea of college — for it to be something tangible. That's what we want them to look forward to and work towards. It's all about getting them Promise-Ready."

Save the Date

The 2011 Summer Dreamers Academy is scheduled for July 11-Aug. 10. The camp is expanding to serve students in grades K-8. Look for registration information in the spring. For more information, email summerdreamers@pghboe.net or call the Parent Hotline at 412-622-7920.

What did you enjoy most about the Summer Dreamers Academy?

"Trying new things, field trips to the Warhol Museum. In the summer I usually don't read a lot, so because I was at Summer Dreamers, I read more."

—Anijah Gaines
(Camp Obama)

"I did 'Go Wild' [the Zoo program]. I liked going behind the scenes."

—Tarae McClelland
(Camp Peabody)



Kayaking was one of the new activities introduced last summer.



Fencing was another activity offered at the Summer Dreamers Academy.



Students play basketball at Pittsburgh South Brook.



Dequan Allen works on his journal at Pittsburgh Obama.



Malia Heidelberg displays her artwork.

PROMISE FULFILLED

Walsh expands her horizons at Robert Morris

For Sarah Walsh, a junior at Robert Morris University, receiving a Pittsburgh Promise® scholarship has opened up a whole new world of opportunity.

“The Pittsburgh Promise has made such a difference in my life,” said Walsh. “My plan before the Promise was to attend community college for a few years and then transfer to a four-year school. I can’t imagine today what my life would be like without my first two years at Robert Morris. The Promise gave those years to me.”

Walsh, a 2008 graduate of Pittsburgh Brashear High School, is majoring in business marketing and pursuing a certificate in non-profit management through a nationwide workforce development organization, American Humanics. An NCAA Div. I collegiate athlete, she joined the women’s rowing team as a freshman — with no prior experience.

“College has completely opened my world to so many new people and things,” said Walsh. “The entire experience has made me more confident in who I am and where I want to be in the future. It’s taught me not to be scared to jump at any opportunity thrown my way.”

And jump she has. This past summer, she traveled to Ireland for a two-week literature course that fulfilled one of her core requirements.

“It was my first time traveling outside of the States,” said Walsh. “I met some amazing

professors and made so many new friends.”

Her sister, Melissa Walsh, is a 2010 graduate of Pittsburgh Brashear and a fellow Promise recipient. She is attending Penn State Altoona on a full Promise scholarship.

“The scholarship has been such a blessing to me and my family,” said Sarah Walsh. “College is incredibly expensive and the Promise has completely lifted the burden of having to take out private loans.”

With another son in high school, Theresa Walsh is very grateful for the assistance.

“Our job and responsibility as parents is to find opportunities like this for our children,” she said. “The Pittsburgh Promise is a wonderful opportunity that became available to us at the right time.”



“Choosing Chatham University was one of the best decisions that I ever made in my high school years. I have met people from all over the world – Japan, China and Africa, to name a few – and from my hometown. Without the Pittsburgh Promise, I truly believe that I would have not been able to make it this far financially. It helps keep me in school and helps me keep the promise of being the best student that I can be.”

– Vanessa Thompson,
Pittsburgh Westinghouse '08

Vanessa Thompson is a junior at Chatham University, majoring in psychology and religion. She plans to pursue her master’s degree in social work or psychology, and then a doctorate. She serves as a student ambassador for Chatham and an intern for Services for Teens At Risk (S.T.A.R.).



Jeff Crooks is a sophomore at Robert Morris University, majoring in communications and journalism and specializing in political science. He serves as vice president of the university’s chapter of the Society of Collegiate Journalists and plans to study abroad in Paris, France or Melbourne, Australia.

“The Pittsburgh Promise has made a huge difference in my life. It gave me the ability to go to a great school and it made it so much more affordable for me. I purposely decided to go to a smaller school and I think it really works for me.”

– Jeff Crooks,
Pittsburgh Brashear '09



Sarmed Shareef is a junior at Indiana University of Pennsylvania, majoring in safety science. He hopes to pursue a career as a safety technician.



“Without the Promise, I probably would have gone to community college – if anywhere – but at IUP, I’m able to decide what I want to do with my life. I really enjoy school and I know the job placement rates are good. If I can do it, anyone can do it. All they need is hard work and dedication and belief in themselves.”

– Sarmed Shareef,
Pittsburgh Schenley '08

Alyssa Weisensee is a junior at the University of Pittsburgh. She is majoring in Spanish and anthropology and plans to pursue graduate studies in cultural anthropology, medical anthropology, South American archaeology or Spanish and Latin American Literature.



“The Pittsburgh Promise® always makes me feel like I’m not the only one striving for my success. Clearly my family and friends support me, but there are so many others who have donated their money to see me rise to my potential without quite the economic strain I would otherwise experience.”

– Alyssa Weisensee,
Pittsburgh CAPA '08

EAP helps students become Promise-Ready

By RICH FAHEY

They are there by choice, and that says a lot.

Students in the Educational Assistance Program (EAP) after school tutoring sessions are voluntarily extending their school day and sometimes coming to class on Saturdays in an effort to improve their reading and math skills.

“Free afterschool programs like EAP definitely support our goal of Promise-Readiness for every student,” said Tamiya Larkin, title programs coordinator for Pittsburgh Public Schools.

Students who haven’t reached proficiency on the Pennsylvania System of School Assessment exams (PSSA) or other standardized exams are eligible, and participants also may be recommended by a teacher. EAP is open to students in grades K-12 and operates from October through May. The Saturday component usually begins in January and runs from 9 a.m.-noon until PSSA testing begins in the spring.

Larkin noted that while participation is voluntary, school staff members work hard to be sure that families are aware of the opportunity. “Principals and teachers reach out to encourage parents of students who can use the extra help to sign up for the program.”

Each EAP class is led by a certified teacher and may include paraprofessionals and trained high school and college tutors who help lower the teacher-pupil ratio. The curriculum is aligned to what is taught during the regular school day and to the State academic standards, Larkin said.

Pittsburgh Beechwood PreK-5 teacher

Robin Kinselbaum has been part of EAP for five years. She works with fifth-graders to reinforce classroom lessons and focuses on students she knows are having problems to target their individual weaknesses.

Kinselbaum, a veteran of 24 years in Pittsburgh schools, said the atmosphere in the after-school sessions is more relaxed and can make a difference, especially for students who don’t like to stand out during the regular school day.

“Some students who lack confidence might try to blend into the background during class time,” she said. “We can give that student more emphasis and more face time.”

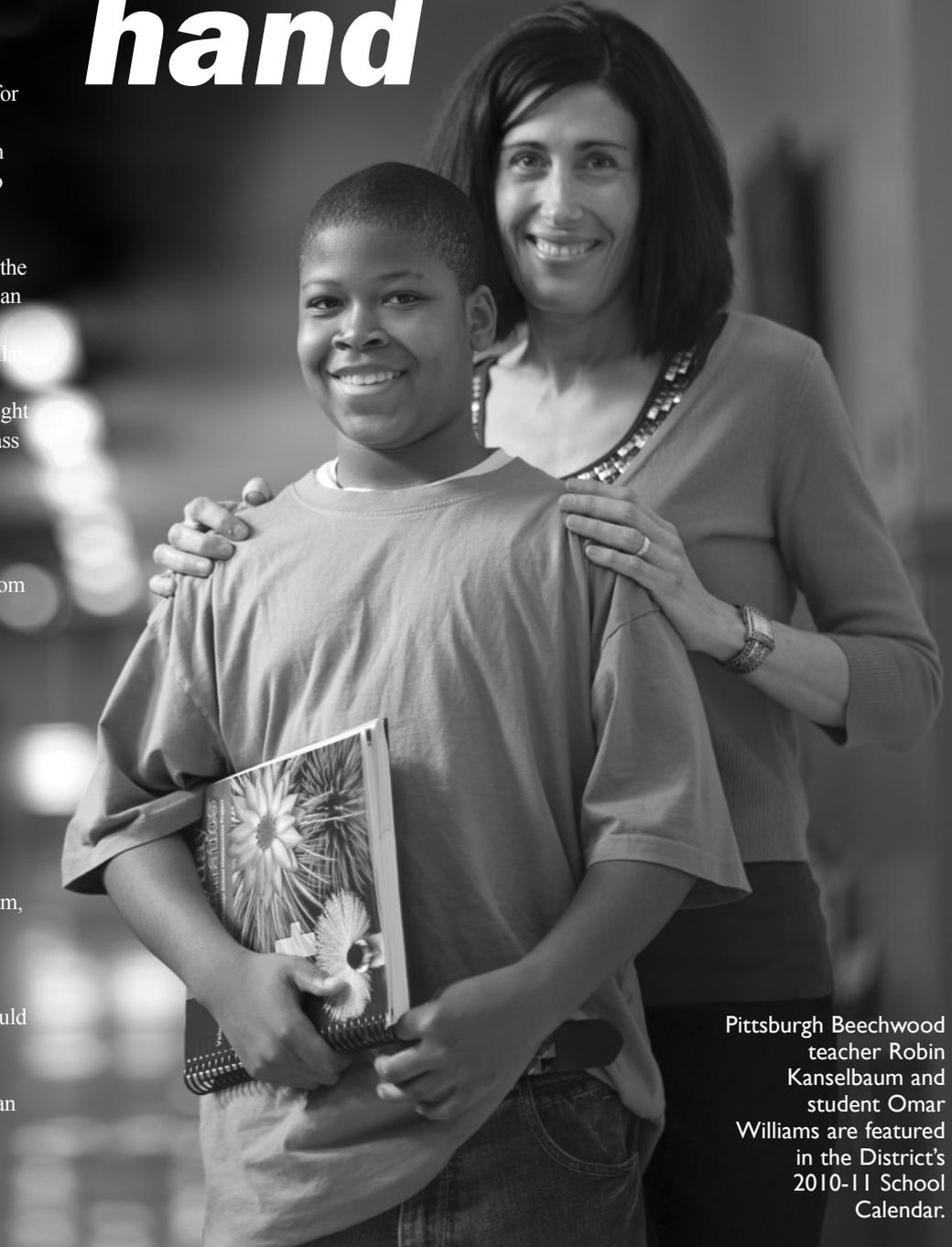
Pittsburgh Beechwood student Omar Williams is an EAP success story, having moved up a level in his PSSA scores — from basic to proficient — in just five months. “Sometimes, you can see the kids growing right before your eyes,” Kinselbaum said.

Larkin is working with Afterschool Manager Holly O’Donnell to find ways to launch a pilot program to match EAP with community-service-based afterschool providers who can offer a half-hour of enrichment time as an added incentive for students to attend.

“By the time they get to the EAP program, they have already been in school for about seven hours,” said Larkin. “If we can give them a solid hour of academics and then a half-hour to pursue other interests, that would be ideal.”

The Educational Assistance Program (EAP) or other afterschool opportunities can help your child. For more information, contact Tamiya Larkin at tlarkin2@pghboe.net or 412-622- 3727.

Helping hand



Pittsburgh Beechwood teacher Robin Kinselbaum and student Omar Williams are featured in the District’s 2010-11 School Calendar.

Supplementing skills spikes students’ success

By MEAGHAN CASEY

Developing skills and interests that will carry students successfully to graduation and a Pittsburgh Promise® scholarship is no easy task. Sometimes it takes a little extra time and energy to stay on course.

That’s why free tutoring through Supplemental Educational Services is offered after school and sometimes on weekends to help eligible students improve reading, math or science skills. The tutoring can be tailored to each student’s particular academic needs.

Open enrollment for free tutoring continues through Nov. 12. A second enrollment period will begin Dec. 1, 2010 and run through Feb. 25, 2011.

State-approved organizations offer the tutoring sessions at the schools or at their

own locations. Nearly 30 providers are offering services for students this year. Parents select the provider they feel will best meet the academic needs of their children. Transportation is not provided.

A Free Tutoring Guide contains information about eligibility, directions for applying, and descriptions of the organizations that will provide the services. Parents are encouraged to contact individual providers to ask questions that will help them in the selection process.

To learn more about free tutoring or to receive a copy of the Guide and application, contact Tamiya Larkin, Title Programs coordinator for Pittsburgh Public Schools, at 412-622-3727.

THIS YEAR, STUDENTS AT THE FOLLOWING SCHOOLS MAY BE ELIGIBLE FOR SES, BASED ON NO CHILD LEFT BEHIND GUIDELINES:

- | | |
|-----------------------------------|-------------------------------------|
| Pittsburgh Allderdice High School | Pittsburgh Lincoln K-8 |
| Pittsburgh Allegheny 6-8 | Pittsburgh Murray PreK-8 |
| Pittsburgh Arsenal PreK-5 | Pittsburgh Oliver High School |
| Pittsburgh Arsenal 6-8 | Pittsburgh Peabody High School |
| Pittsburgh Brashear High School | Pittsburgh Perry High School |
| Pittsburgh Carrick High School | Pittsburgh Schaeffer K-8 |
| Pittsburgh Faison PreK-8 | Pittsburgh Schenley@Reizenstein |
| Pittsburgh Fort Pitt PreK-5 | Pittsburgh South Hills 6-8 |
| Pittsburgh King PreK-8 | Pittsburgh Stevens K-8 |
| Pittsburgh Langley High School | Pittsburgh Westinghouse High School |

Nurse's vision: healthier students

BY MEAGHAN CASEY

School nurse practitioner Diane Dubinion is on a mission.

She knows that eating right, sleeping right and having regular vision and hearing checks can make a big difference for students. She's determined to make sure they and their families get the message that good health habits are an important part of being Promise-Ready.

Dubinion, who works with students at Pittsburgh Arsenal 6-8 and Pittsburgh Weil PreK-5, has spent 20 years caring for PPS students, but she knows that each new school year offers new opportunities to stress the correlation between staying healthy and being successful in the classroom.

"It's so important for students to eat three

meals a day — with breakfast being the most important one," said Dubinion. "If not, when they come in complaining about their stomachs hurting, they may be hungry. Thinking about food can be a distraction."

Staying up late also can make it difficult for young people to keep their minds on their work. "If they're tired, it's harder to pay attention to what they're learning," she said. "That's why it's important to have consistent

bed times."

Screenings are done by nurse practitioners every day in District schools so that potential problems can be detected early. In the past the only option after the screening was to offer a referral, leaving families who sometimes lacked medical coverage or financial resources to solve the problem alone.

Now, thanks to a partnership with Mission Vision, a local nonprofit organization, underinsured students are able to receive free eye care services in the schools. Mission Vision partners with other service providers to deliver free eye exams, eyeglasses and other critical supplies in Pittsburgh and abroad.

"It's wonderful," Dubinion said. "Mission Vision brings in a whole team to check the children's vision and let them pick out their own

designer frames. That makes a big difference. If they like them, they'll wear them."

One of Dubinion's former Pittsburgh Arsenal students, Mecca Wright, received his first pair of glasses last year, as an eighth-grader.

"When he got those glasses, he hugged me and said, 'now I can see,'" she said. "He loves them. He's so excited to finally see what the world looks like."

In addition to Pittsburgh Arsenal, Mission

DATES OF MISSION VISION SCREENINGS

Nov. 15* — Pittsburgh Stevens K-8
Dec. 6 — Pittsburgh Morrow PreK-5
Dec. 13 — Pittsburgh Northview PreK-8

*subject to change



Nurse Diane Dubinion and student Mecca Wright are featured in the District's 2010-2011 School Calendar. Families received the calendar as part of the Welcome Back to School kit.

Vision has partnered in the past with Pittsburgh Allegheny K-5, Pittsburgh Manchester PreK-8, Pittsburgh Schaeffer K-8 and Pittsburgh Vann K-5. It is expanding its reach to serve students at Pittsburgh Murray PreK-8, Pittsburgh Stevens K-8, Pittsburgh

Morrow PreK-5 and Pittsburgh Northview PreK-8 this year.

For more information on health screenings or the Mission Vision program, contact Janet Yuhasz, Health Services Coordinator, at 412-622-3940.

Family shares game plan for successful students



The Matts Family — Brian and Cindy and their daughters, Pittsburgh Banksville PreK-5 students Marissa and Maria, are featured in the District's 2010-11 School Calendar.

Pittsburgh Banksville PreK-5 parents Brian and Cindy Matts realize that the road to Promise-Readiness and a scholarship from The Pittsburgh Promise® starts with a daily game plan.

That's why daughters Marissa and Maria Matts return from school every afternoon, get some exercise, then sit down to do their homework.

"It's a good way to get some energy out and get the brain moving again," said Brian Matts, a local firefighter. "Then they can relax and do their homework.

It's all about getting in the habit of doing these things."

To make sure her daughters are staying focused, Cindy checks their progress when she gets home from work and makes sure they're organized for the next day. The Matts also stress healthy eating and enforce a bedtime of 9 p.m.

Brian and Cindy are strongly invested in their

daughters' educations in school as well as at home. They are regular visitors to Pittsburgh Banksville PreK-5, where they volunteer and take part in PTO meetings and activities. Cindy is also the homeroom parent for grade 5.

"One of us is there at least four to five times a month," said Brian. "You can see the difference it makes. When parents are interested and involved, their kids are more likely to follow their example. You see them helping out in the classroom and keeping their focus on their work."

Brian and Cindy also attend annual parent-

teacher conferences as another tool for understanding their daughters' strengths and interests. And they believe strongly in the importance of going directly to the source for information.

"Ask your kids one thing they learned in school today. Be involved. Communicate."

Healthy lifestyle tips:

- Keep healthy food in the house.*
- Establish an after-school routine.*
- Encourage exercise or playtime.*
- Check homework progress.*

Buhl Foundation grants teachers chance to be innovative

By PAUL HALLORAN

A recent grant to the Pittsburgh Public Schools underscores the District's focus on empowering effective teachers by encouraging unique approaches to improving student academic performance.

To help commemorate the 100th anniversary of grant making by its Frick Fund, the Buhl Foundation provided \$100,000 to the District to support its Teaching Award for Innovation initiative.

The program was developed collaboratively by the Buhl Foundation, the District and the Pittsburgh Federation of Teachers to recognize the role teachers play in changing life outcomes for students and to enable creative teachers to turn original thinking into real-world examples of effective teaching.

The first 10 mini-grants, totaling \$48,910, were awarded for implementation during this school year.

"The teachers really put a great deal of thought into what they hope to accomplish with the grants for their students," said Kate Bowers, Coordinator of Private Funds for PPS. "Each mini-grant displays tremendous commitment, creativity and knowledge of the students."

Diane Swearingen, an English and reading teacher at Pittsburgh South Brook 6-8, is collaborating with two colleagues on a project that integrates art, math, communications and career development. All 150 eighth-



Pittsburgh South Brook Middle School teacher Diane Swearingen works with students, from left, Marionna Wilson, Laura Mihaltin and Joey Walz on Lego models of Fallingwater in preparation for a field trip to the historic site.

graders at Pittsburgh South Brook will participate in a unit on architect Frank Lloyd Wright's Fallingwater — a house he designed in 1935 for the Kaufmann family.

The students will use Lego sets to build a model of Fallingwater, which is built partly over a waterfall in Mill Run, Pennsylvania. Rose Schmitt, math teacher at Pittsburgh South Brook, will cover concepts such as scale, surface area, cost and problem solving. Art teacher Meghan Mager and the students will explore the historical contributions of the architect and design the model. Swearingen will concentrate on the writing component, including imagery, descriptive writing and figurative language.

"The students will be exposed to different careers — architect, engineer, contractor, electrician, interior designer, artist — that they may not have previously thought about," Swearingen said. "By having careers and training built into our project our students will be more Promise-Ready."

The unit includes a site visit to Fallingwater, likely in April. Students will take notes and draw sketches of what they see, and when they go back to school they will write poetry about their experience, focusing on the architecture of the building.

"This project gives students a hands-on opportunity to discover concepts and skills that are traditionally taught using only paper and pencil," Swearingen said.

A second round of mini-grants will be awarded next summer for implementation during the 2011-2012 school year.

In addition to Pittsburgh South Brook, the following schools also received Teaching Award for Innovation mini-grants: Pittsburgh CAPA 6-12, Pittsburgh Carrick High, Pittsburgh Conroy, Pittsburgh Langley High, Pittsburgh Minadeo PreK-5, Pittsburgh Obama 6-12, Pittsburgh Pioneer, Pittsburgh Sci-Tech, and Pittsburgh Student Achievement Center.

"The selection committee was impressed with the creative and caring ideas presented by all the teachers and teaching teams," said Cheryl Kubelick, Vice President of the Buhl Foundation. "The 10 projects identified for grants demonstrated ingenuity and a well-thought-out plan to implement the idea."

Special Education center is true Pioneer

By RICH FAHEY

When the Pittsburgh Pioneer special education center opened 50 years ago, the staff didn't go by the book. That's because they were helping to write the book.

At the time, many disabled children were denied access to public education. In fact, in 1970—ten years after Pioneer's dedication in May of 1960—U.S. schools still educated only one in five children with disabilities and many states had laws that excluded children with major disabilities such as deafness, blindness and mental retardation.

Pioneer's opening preceded by more than a decade Pennsylvania's 1971 entry into the PARC Consent Decree that mandated education for all children regardless of any physical or mental handicap. Construction was financed by contributions of \$634,000 from more than 100 local individuals, foundations, industries and the City of Pittsburgh, plus an additional \$179,295 from the School District.

Principal Sylbia Kunst lauded the determination of those who were at the forefront of ensuring education for the disabled, noting that their efforts were taking place alongside another battle for equality. "Some people were fighting for their civil rights while others were fighting for the rights of the disabled," she said. Early on, she noted, the struggle often went on in relative silence. "Over the years, the media has become more aware."

Teacher Carole Faloon, who has been at Pittsburgh Pioneer for 36 years, can recall a time when activities most families take for granted presented major challenges for families of children with disabilities. She recalls parents in those early days jury-rigging improvised booster seats to get their children to the school. Now students are guaranteed safe and appropriate transportation, and advances in adaptive technology have expanded opportunities for communication, mobility, learning and other aspects of day-to-day life.

On May 17, 2010, Pittsburgh Pioneer's unwavering commitment to the education of children with disabilities reached the half-century mark and, in a formal ceremony, the school rededicated itself to remaining in the forefront when it comes to educating its students.

A month later, Pioneer celebrated the completion of its latest innovation: a Sensory Garden. The Edith L. Trees Charitable Trust awarded \$100,000 to assist in the creation of the garden, and it was designed and created in partnership with the Western Pennsylvania Conservancy. The aim is to provide an outdoor haven that is both fully engaging and accessible. The garden has a number of interactive features including an area with tall textured plants with strong fragrance and bold color, a hummingbird walk with feeders, swings, a fountain and colorful exploration and play panels. A fruit and vegetable garden is yet to come, Kunst said, and "teachers will develop lessons using different parts of the sensory garden."

Each student at Pittsburgh Pioneer has an Individual Education Plan. IEP teams that include parents make decisions based on what will work best for each student. "We go by very small steps," Faloon said. "In some cases, a disease or disability can cause a student to regress. We try to look at the big picture — how do you get to that next small step?"

Because teachers and staff spend so much time with their students — in some cases, Faloon will teach a child for six years — Faloon and Kunst said they feel they become part of the student's extended family.

"I believe the students feel that way, too," Kunst added. "When they first get here, they're fearful, but soon all their fears are dispelled."

Pittsburgh Pioneer provides a range of services to students who have physical disabilities, multiple disabilities and extraordinary medical needs. Students from 5 to 21 years of age participate in comprehensive programming that utilizes state-of-the-art adaptive equipment and curricular materials.



Pittsburgh Pioneer teacher Carole Faloon assists student Rod Woodson. PHOTOS: JASON COHN

Positive sign: District, PFT agree on historic contract

CONTRACT: from Page 1

of the **Empowering Effective Teachers** plan introduced in November 2009. Building on core elements already put in place through the District's *Excellence for All* agenda for improving student academic performance, the **Empowering Effective Teachers** plan identifies three strategic priorities: increase the number of highly effective teachers, increase the exposure of high-needs students to highly effective teachers, and ensure that all students and teachers work in learning environments that promote college-readiness.

The plan became the basis for framing the new agreement, which is the first 5-year deal in District-PFT negotiations history. It includes opportunities for teachers to earn additional compensation based on multiple measures

grounded in student growth, as well as new positions that open up once tenure is achieved.

Roosevelt said the new contract is an acknowledgement that the business-as-usual approach would no longer be effective. "We all had to collectively admit that the way we prepared new teachers was woefully inadequate," he said. "We are now hiring better, training better and supporting better."

New teachers who complete a year-long residency in the Teacher Academy will earn tenure after four years instead of three. The path to tenure will include a one-year residency program – at the Teacher Academy – for teachers new to the District who teach a core subject (English, math, science or special education). Once they are tenured, qualified teachers have the option to move into career ladder positions that may significantly increase

their earning potential based on multiple measures grounded in student growth.

One innovation is the differentiation between teachers hired before and after July 1, 2010, particularly in the area of performance-based pay. New teachers will be part of a performance-based compensation system that allows them to increase their earnings at an accelerated rate, based on multiple measures grounded in student growth. Existing teachers can opt in to a similar compensation arrangement, but participation is voluntary.

Evaluation of teachers' performance will be based on multiple measures. The District will work with the PFT this school year to develop the components, methods and standards for assessing teachers' performance. "A key element is teachers' ability and willingness to have student achievement looked at with greater

emphasis than ever before," Tarka said.

He added that indications from Washington are that all districts will at some point be expected to link teachers' pay with student achievement in some manner. "We didn't want to wait until it was mandated by the federal government. We decided to establish something based on teacher and District input, not using standardized testing as the only indicator."

Roosevelt commended the entire negotiations team for the innovative approach that brought about the new agreement. "While it includes benefits for both the District and its teachers, it aligns with the steps we're taking to ensure that there is a highly effective teacher in every classroom, every day."

For more information about the **Empowering Effective Teachers** plan, visit www.empoweringpittsburghteachers.net.



Representatives of the District and the Pittsburgh Federation of Teachers gathered for the signing of an historic contract.

Sharing success at home is Key

KEY: from Page 1

"That made me understand that this project was far greater than I realized," Key said. "It showed that a public housing kid had come pretty far. I grew up with a lot of the families who live there."

The \$60 million redevelopment of Garfield Heights – which Key said marked the largest contract ever awarded to a minority-owned business in Pittsburgh — is now in phase 3 and has already won awards for phase 1. Key had the great pleasure of showing his mother, Amerine Key-Hall, the work that he has done in the neighborhood she lived in for 30 years.

"It's been a unique experience to be back home," said Key. "When I came back to Pittsburgh, I wanted to make a difference in the community."

As it turns out, his timing was perfect.

Key met with John Vater, then principal of Pittsburgh Peabody High School, and offered money and resources to support the school. Right around that time, The Challenge Program (TCP) – an organization that partners with businesses and school districts to motivate high school

students by offering cash incentives for achievement in and out of the classroom – was trying to get started in one Pittsburgh school. Vater asked Key to sponsor TCP at Pittsburgh Peabody and he readily agreed.

TCP recognizes four students from each of the sophomore, junior and senior classes in the following categories: academic excellence, academic improvement, community service and attendance. Each of the 12 award winners receives a \$250 check.

This is the fourth year of TCP at Pittsburgh Peabody. The program expanded to five other schools last year – Pittsburgh Alderdice, Pittsburgh CAPA, Pittsburgh Obama, Pittsburgh Perry, Pittsburgh Westinghouse – thanks in large part to Key, who contributed an additional \$10,000, according to Barbara Grandinetti, executive director of TCP. This year, TCP is also in Pittsburgh Brashear, Pittsburgh Carrick, Pittsburgh Langley and Pittsburgh Oliver.

"Keith was a catalyst for the success of TCP in Pittsburgh," Grandinetti said. "Our program has made a difference in the schools.

We had to prove we are a 'Pathway to the Promise.' We reward students for attendance and improved grades, and you can't get a Promise scholarship unless you have good grades and you are in school at least 80 percent of the time."

That was certainly no problem for Key, an honor student at Pittsburgh Peabody who never missed a day of school in four years. He starred in football, basketball and track and played in the marching band as a freshman. Serving as captain of the basketball and track teams taught him a lot about leadership at a relatively young age.

He will always be grateful for the role his basketball coach, Norman Frye, played in his life. "He was more than a coach; he was almost like another parent," Key said. "He was involved in my athletic life, academic life and social life. I didn't have a father, so his place in my life was very valuable. He taught me to never be ashamed of who you are."

Key lives in Columbus, Ohio, with his wife, Donica, and their children, Danielle, Darienne and Keith.

Jones is a coach for life

JONES: from Page 20

Jones tries to bring players to a summer camp in North Carolina at least every other year, where they compete with and learn from the best players across the country. Team members share their experiences at sports camps and are certified to serve as peer mentors for students in other schools.

It's no surprise that Jones has received many honors for her coaching prowess, twice winning national Coach of the Year honors.

This spring brought the most prestigious honor yet as Jones was one of 11 new members inducted into the Western chapter of the Pennsylvania Sports Hall of Fame at its 40th annual Induction Ceremonial Dinner on May 1.

"I was ecstatic," she said. "It was awesome. It wasn't something I was expecting or looking for. Just to be in the same group as the caliber of people inducted ... I made some

awesome new friends."

Jones also is a regular attendee at the NCAA Women's Final Four, where she learns new strategies and has forged friendships with many of the country's top coaches, relationships that help give her players entrée to a variety of college programs.

Jones said all of her former players are members of an extended family

even after leaving Pittsburgh Westinghouse. Pittsburgh Westinghouse graduates now in the workforce sometimes help out current players with jobs. She keeps tabs on

what they are doing.

"I never stop rooting for them," she said. "When they come back and say, 'Thanks, coach, for what you did for me,' it makes me feel great."

For more information on the athletic programs in the Pittsburgh Public Schools, visit www.pps.k12.pa.us/athletics or contact Michael Gavlik, Director of Athletics, at mgavlik1@pghboe.net or 412-622-3944.

"I never stop rooting for them."

PITTSBURGH DIRECTORY SCHOOLS

K-5 Schools

Pittsburgh Allegheny K-5

Viola Burgess, Principal
810 Arch St., 15212
412-323-4100

Pittsburgh Arsenal PreK-5

Ruthie Rea, Principal
215 39th St., 15201
412-622-7307

Pittsburgh Banksville PreK-5

David May, Principal
1001 Carnahan Road, 15216
412-571-7400

Pittsburgh Beechwood PreK-5

Sally Rifugiato, Principal
810 Rockland Ave., 15216
412-571-7390

Pittsburgh Concord K-5

Susan Barie, Principal
2350 Brownsville Road, 15210
412-885-7755

Pittsburgh Dilworth PreK-5

Dr. Monica Lamar, Principal
6200 Stanton Ave., 15206
412-665-5000

Pittsburgh Fulton PreK-5

Kevin Bivins, Principal
5799 Hampton St., 15206
412-665-4590

Pittsburgh Grandview K-5

Dr. Ethel Flam, Principal
845 McLain St., 15210
412-488-6605

Pittsburgh Liberty K-5

Barabara Soroczak, Principal
601 Filbert St., 15232
412-622-8450

Pittsburgh Linden K-5

Victoria Burgess, Principal
725 S. Linden Ave., 15208
412-665-3996

Pittsburgh Miller K-5

Alvin Gipson, Principal
2055 Bedford Ave., 15219
412-338-3830

Pittsburgh Minadeo PreK-5

Melissa Wagner, Principal
6502 Lilac St., 15217
412-422-3520

Pittsburgh Morrow PreK-5

Alivia Clark, Principal
1611 Davis Ave., 15212
412-734-6600

Pittsburgh Phillips K-5

Rodney Necciai, Principal
1901 Sarah St., 15203
412-488-5190

Pittsburgh Roosevelt PreK-5

Vincent Lewandowski, Principal
Primary Campus (PreK-1)
200 The Boulevard, 15210
412-885-7788

Intermediate Campus (2-5)

17 W. Cherryhill St., 15210
412-885-7780

Pittsburgh Spring Hill K-5

Todd Van Horn, Principal
1351 Damas St., 15212
412-323-3000

Pittsburgh West Liberty K-5

Kathy Moran, Principal
785 Dunster St., 15226
412-571-7420

Pittsburgh Whittier K-5

Elaine Wallace, Principal
150 Meridan St., 15211
412-488-8211

Pittsburgh Woolsair K-5

Lisa Gallagher, Acting Principal
501 40th St., 15224
412-632-8800

K-8 Schools

Pittsburgh Brookline K-8

Valerie Lucas, Principal
500 Woodbourne Ave., 15226
412-571-7380

Pittsburgh Carmalt PreK-8

Dr. Sandra Och, Principal
1550 Breining St., 15226
412-885-7760

Pittsburgh Faison PreK-8

Primary Campus (PreK-4)
Leah-Rae Bivins, Principal
7430 Tioga St., 15208
412-247-0305

Intermediate Campus (5-8)

Kevin McGuire, Principal
8080 Bennett St., 15221
412-247-7840

Pittsburgh Greenfield K-8

Eric Rosenthal, Principal
1 Alger St., 15207
412-422-3535

Pittsburgh Lincoln K-8

Deonne Arrington, Principal
Primary Campus (K-4)
328 Lincoln Ave., 15206
412-665-3980

Intermediate Campus (5-8)

7109 Hermitage St., 15208
412-247-7880

Pittsburgh Manchester PreK-8

Theresa Cherry, Principal
1612 Manhattan St., 15226
412-323-3100

Pittsburgh Mifflin PreK-8

Edward Littlehale, Principal
1290 Mifflin Rd., 15207
412-464-4350

Pittsburgh Montessori PreK-8

Cynthia Wallace, Principal
201 S. Graham St., 15206
412-665-2010

Pittsburgh Schaeffer K-8

Primary Campus (K-3)
Dr. Cynthia Zurchin, Principal
1235 Clairhaven St., 15205
412-928-6560

Intermediate Campus (4-8)

LaVerne Anthony, Principal
3128 Allendale St., 15204
412-778-2170

Pittsburgh Stevens K-8

Virginia Hill, Principal
822 Crucible St., 15220
412-928-6550

Pittsburgh Sunnyside K-8

Laura Dadey, Principal
4801 Stanton Ave., 15201
412-665-2040

Pittsburgh Westwood K-8

Denyse Littles-Cullens, Principal
508 Shadyhill Rd., 15205
412-928-6570

Accelerated Learning Academies (ALA)

Pittsburgh Arlington PreK-8

Kimberly Safran, Principal
Primary Campus (PreK-2)
2429 Charcot St., 15210
412-488-4700
Intermediate Campus (3-8)
2500 Jonquil Way, 15210
412-488-3641

Pittsburgh Colfax K-8

David May-Stein, Principal
2332 Beechwood Blvd., 15217
412-422-3525

Pittsburgh Fort Pitt PreK-5

Holly Ballard, Acting Principal
5101 Hillcrest St., 15224
412-665-2020

Pittsburgh King PreK-8

Jennifer Mikula, Principal
50 Montgomery Place, 15212
412-323-4160

Pittsburgh Murray PreK-5

James Nath, Principal
800 Rectenwald St., 15210
412-488-6815

Pittsburgh Northview PreK-8

Dr. MiChele Holly, Principal
310 Mt. Pleasant Road, 15214
412-323-3130

Pittsburgh Weil PreK-5

Dr. Shemeca Crenshaw, Principal
2250 Centre Ave., 15219
412-338-3840

6-8 Schools

Pittsburgh Allegheny 6-8

Toni Kendrick, Principal
810 Arch St., 15212
412-323-4115

Pittsburgh Arsenal 6-8

Debra Rucki, Principal
220 40th St., 15201
412-622-5740

Pittsburgh Classical 6-8

Valerie Merlo, Principal
1463 Chartiers Ave., 15220
412-928-3110

Pittsburgh Schiller 6-8

Paula Heinzman, Principal
1018 Peralta St., 15212
412-323-4190

Pittsburgh South Brook 6-8

Gina Reichert, Principal
779 Dunster St., 15226
412-572-8170

Pittsburgh South Hills 6-8

Dr. Deborah Ann Cox, Principal
595 Crane Ave., 15216
412-572-8130

Pittsburgh Sterrett 6-8

Sarah Sumpter, Principal
7100 Reynolds St., 15208
412-247-7870

6-12 Schools

Pittsburgh CAPA 6-12

Melissa Pearlman, Principal
111 Ninth Street, 15222
412-338-6100

Pittsburgh Milliones 6-12

Derrick Hardy, Principal
3117 Centre Ave., 15219
412-622-5900

Pittsburgh Obama 6-12

Dr. Wayne Walters, Principal
129 Denniston Ave., 15206
412-622-5980

Pittsburgh Sci-Tech Academy

Dr. Robert Scherrer, Principal
107 Thackeray St., 15213
412-325-7620

High Schools

Pittsburgh Allderdice HS

Melissa Friez, Principal
2409 Shady Ave., 15217
412-422-4800

Pittsburgh Brashear HS

John Vater, Principal
590 Crane Ave., 15216
412-571-7300

Pittsburgh Carrick HS

Dr. Jennifer Murphy, Principal
125 Parkfield St., 15210
412-885-7700

Pittsburgh Langley HS

LouAnn Zwierzynski, Principal
2940 Sheraden Blvd., 15204
412-778-2100

Pittsburgh Oliver HS

Dennis Chakey, Principal
2323 Brighton Rd., 15212
412-323-3250

Pittsburgh Peabody HS

Kellie Abbott, Principal
515 N. Highland Ave., 15206
412-665-2050

Pittsburgh Perry HS

Nina Sacco, Principal
3875 Perrysville Ave., 15214
412-323-3400

Pittsburgh Schenley HS

Sophia Facaros, Principal
129 Denniston Ave., 15206
412-665-2260

Pittsburgh Westinghouse HS

Shawn McNeil, Principal
1101 N. Murtland Ave., 15208
412-665-3940

Special Schools

Pittsburgh Conroy

Rudley Mrvos, Principal
1398 Page St., 15233
412-323-3105

Pittsburgh Gifted Center

Dr. Jerry Minsinger, Principal
1400 Crucible St., 15205
412-338-3820

Pittsburgh McNaugher

Jane Doncaster, Principal
2610 Maple St., 15214
412-323-3115

Pittsburgh Pioneer

Dr. Sylbia Kunst, Principal
775 Dunster St., 15226
412-571-7405

Pittsburgh South Side Annex

Rhonda Brown
93 South 10th St., 15203
412-488-5185

Pittsburgh Student Achievement Center

Dalhart Dobbs Jr., Principal
925 Brushston Ave., 15208
412-247-7860

Early Childhood

Pittsburgh Bon Air E.C. Center

252 Fordyce St., 15210
412-325-4291

Pittsburgh Chartiers E.C. Center

3799 Chartiers Ave., 15204
412-325-4291

Pittsburgh Homewood E.C. Center

7100 Hamilton Ave., 15208
412-325-4291

Pittsburgh McCleary E.C. Center

5251 Holmes St., 15201
412-325-4291

Pittsburgh Spring Garden E.C. Center

1501 Spring Garden Ave., 15212
412-325-4291

2011 Commencement Schedule

SATURDAY, JUNE 11, 2011

Peterson Events Center (Pitt)

10 a.m. - Pittsburgh Brashear
1 p.m. - Pittsburgh Carrick
4 p.m. - Pittsburgh Oliver
7 p.m. - Pittsburgh Perry

Soldiers & Sailors National Military Museum & Memorial

1 p.m. - Pittsburgh Westinghouse

SUNDAY, JUNE 12, 2011

Peterson Events Center (Pitt)

1 p.m. - Pittsburgh Langley
4 p.m. - Pittsburgh Allderdice
7 p.m. - Pittsburgh Schenley

Soldiers & Sailors National Military Museum & Memorial

1 p.m. - Pittsburgh CAPA 6-12
4 p.m. - Pittsburgh Peabody

AROUND PITTSBURGH SCHOOLS

DISTRICTWIDE

An opinion piece last spring in the *Pittsburgh Post-Gazette* lauded the early returns on our community's investment in **The Pittsburgh Promise**: "In just year two of the program, Pittsburgh Promise scholars' college retention rates are higher than those of their pre-Promise predecessors. More high school seniors are applying for post-secondary education. Teachers report that the Promise is spurring students to study harder." The Op-Ed went on to tell the story of a C student in his junior year who needed straight As until graduation to qualify for a Promise scholarship. "Not only did he accomplish that, he has gone on to be a 4.0 student in college." The item concluded: "This is a new renaissance — of people rather than buildings and infrastructure. Together we can create our future. And that's a promise!"

Each year, the **Gene Kelly Awards for Excellence in High School Musical Theater** honor students who demonstrate their talents and love for musical theater in high school productions. Kelly Award nominees came together in June at the Benedum Center to celebrate their accomplishments. **Pittsburgh Schenley's** performance of *You're a Good Man, Charlie Brown* earned three Kellys in 2010: Ensemble, Choreography, and Best Musical in Level I. **Pittsburgh South Brook 6-8** received the **Charles Gray Award for Special Achievement in Arts Education**. In addition, **Pittsburgh CAPA** student Carter Redwood earned a Gene Kelly Cash Scholarship to study performing or technical theater arts.

Students from **Pittsburgh Carmalt PreK-8, Pittsburgh Langley, Pittsburgh Peabody, Pittsburgh Perry** high schools and **Pittsburgh Science & Technology Academy** met with Pittsburgh Steelers safety Ryan Mundy and center Justin Hartwig in May as part of the NFL's Be a Hall of Famer Every Day program. The players and students talked about positive values and character, as well as what it took to make it to the NFL and how the students could apply what they heard in their lives. Mundy, a Pittsburgh native, focused on the traits of integrity, respect, charity and responsibility; Hartwig discussed self-control, accountability, friendship and integrity. Each videoconference session was moderated by Jerry Csaki of the Pro-Football Hall of Fame.

An afternoon festival of music concerts and performances on May 8, featuring the District's most talented musicians, kicked off the **Pittsburgh Public Schools 2010 World Arts & Cultures Showcase**. The week-long celebration ran from May 8 until the final reception and awards ceremony on May 13 at Manchester Craftsmen's Guild. Events included the All-City Elementary and Middle School Art Exhibit, an International Fashion Show by English as a Second Language students, performances by World Language students and concerts by All-City orchestras, choirs, jazz, strings and percussion groups.

The World Affairs Council of Pittsburgh, in conjunction with The Experiment in

International Living sponsored by World Learning, provides young people with the opportunity to learn more about how to communicate across cultural, national, racial and linguistic borders by providing Global Travel Scholarships. The multi-week programs include a home stay as well as travel with a group of 10-15 peers and an adult group leader. Laron Risher of **Pittsburgh Brashear** traveled to Morocco for the summer, while Raine Rivera of **Pittsburgh Schenley** went to Peru and **Pittsburgh Oliver's** Jasmine Leming spent her summer in Costa Rica.

HIGH SCHOOLS

The PPS **Welding** program ranked third in the nation for student membership participation in the American Welding Society (AWS), the world-renowned leader in the welding industry. Quality standards for welding on bridges, skyscrapers, and other structures and individual welder certification are governed by AWS. The AWS initiated a major campaign to increase student awareness of the many opportunities offered by a welding career. Students also were encouraged to join the Society to learn and sharpen the skills needed for success in welding. Involvement in AWS also offers networking opportunities at meetings, conferences and shows. Of the more than 100 participating schools across the country, Pittsburgh was only slightly nudged out by Wisconsin and Texas to wrap up that third-place finish. The PPS Welding program has provided nationally recognized welder certification for several hundred students over the past ten years. The students were supported by Instructor George Kirk, Dr. William Cook, Career and Technical Education staff supervisor and John Foley, Cooperative Education coordinator.

Pittsburgh Allderdice choral students received an Excellent rating at the Heritage Music Festival in May, and got special recognition from the judges for their selection of challenging songs such as "Gloria" by Vivaldi and "O Magnum Mysterium" by Victoria. The competition was held at the historic Riverside Church in New York City, but the chorus made history of its own by performing at the Carnegie Music Hall and Apollo Theater.

Pittsburgh Allderdice science students brought home a number of honors last spring. One team tied for first place at the Regional Science Olympiad in March by competing in such categories as Anatomy and Physiology, Astronomy, Environmental Chemistry, Design, Forensics, Fossils, Ornithology, Time and Technical Problem-Solving, just to name a few. The Robotics team competed in March—and also finished first—at the Regional FIRST Robotics Competition. FIRST is an acronym for the organization named For Inspiration and Recognition of Science and Technology, which was created to motivate young people to be leaders in science and technology. Teams began to design and construct the robots 6 weeks before the match, then put their creation to work against those of the other competitors. At the Junior Engineering and Technology Society competition — known as JETS — the 11th- and 12th-grade team and the 9th- and 10th-grade team both finished first in their divisions. The theme was "Water Water Everywhere" and teams were challenged to think critically about the need to provide global access to the

earth's most vital resource. The teams used their math and science skills to cooperatively solve practical engineering problems.

Pittsburgh Young Leaders Academy students at **Pittsburgh Carrick** partnered with Student Voices and Carlow University for a two-month Youth Media Advocacy Project aimed at teaching the students how to get their ideas and voices heard through the media. In April the students presented poems, drawings, skits and dialogue to an audience of community members, District staff, Board Members, Carlow faculty and students and Pittsburgh Westinghouse High School students. The culminating activity took the PYLA students to **96.1 KISS FM** for a tour of the radio station and recording of two radio spots—one aimed at adults who think students are lazy and irresponsible and a second for teens who don't like being stereotyped—to encourage both groups to learn more about the positive impact of participation in PYLA. The ad ran every Saturday and Sunday for three weeks. An inspirational billboard designed by student Georganna Walters also appeared in the Carrick community.

In July, 13 **Pittsburgh Westinghouse** ninth-grade students and four teachers participated in a scavenger hunt hosted by the Carnegie Mellon University's Department of Biological Sciences. The group toured nine labs that conduct research in various areas of biology, and at each stop, graduate, undergraduate and staff researchers demonstrated experiments and techniques that contained an answer in the scavenger hunt. Demonstrations included a look at 3D X-ray crystal structures and tools used to generate them and a discussion of the various life stages of the fruit fly. Teaching Professor Carrie Doonan coordinated the visit with Howard Hughes Medical Institute undergraduate researchers, staff researcher Andrea Zonneveld and Summer Research Institute students.

6-8 SCHOOLS

Pittsburgh Classical Autistic Support students completed a long-term science project in May. They first learned about the structure of deciduous and evergreen trees, then drew diagrams to demonstrate their working knowledge of how each type grows and functions. On Earth Day, they learned about the positive impact of recyclable materials on the environment and began to collect recyclable materials. Next, each student developed a plan to build either a deciduous or evergreen tree from the materials. Finally, they created roots, growth rings, sapwood, bark, branches and leaves from milk cartons, straws, plastic bags, newspapers and toilet rolls, then painted the trees and created a class "Recyclable Forest."

K-5 & K-8 SCHOOLS

Pittsburgh Banksville PreK-5 was selected from a number of area schools to take part in the My Breakfast Promise initiative. Students have pledged to eat a healthy breakfast and be active every day. Pittsburgh Steelers wide receiver Hines Ward visited Pittsburgh Banksville on April 6 to kick off the promise and remind students about the importance of their pledges. The students promised to eat at least three servings of milk, cheese or

yogurt every day to build strong bones and healthy bodies. The Mid-Atlantic Dairy Association, Pennsylvania Dairy Association and the Steelers partnered for the Breakfast Rally with the Steelers. Ward also reminded the students that 60 minutes of exercise every day is another important aspect of getting healthy. The National Dairy Association and the Steelers are partners in the NFL's Play 60 program to fight childhood obesity.

Pittsburgh Carmalt PreK-8 student Austin Smith won first place at the Pennsylvania Junior Academy of Science state-level competition held at Penn State University last spring. Science teachers Lorie Ulmer and Tom Preston prepared Austin and his teammates for the competition.

Keynon Bonner, director of Student Life at the University of Pittsburgh, talked to **Pittsburgh Dilworth PreK-5** students in grades 3-5 on April 5 to prepare for the PSSA exams. He discussed the importance of doing well in school and how The Pittsburgh Promise is making the dream of attending college a reality by providing a scholarship for for students who "Dream Big" and "Work Hard" to meet the eligibility requirements. Bonner also talked about the importance of discovering their passion because it can help to determine their life's work. He told the students that although he wanted to play basketball in the NBA after high school, his parents insisted that he first get a college degree. While in college he discovered his passion for working with and helping students on college campuses and has channeled that passion into his work with Student Life. Bonner encouraged the students to do well on the PSSA, attend and graduate from college, learn to work well with others, develop their talents, learn about their passions, listen to their teachers, and ask questions because these are paths to remaining Promise-Ready.

Pittsburgh Lincoln K-8 students were the first to experience the District's new Culturally Responsive Arts Education (CRAE) program as part of the school's Summer Regional Extended Learning Camp. Three local teaching artists — Oronde Sharif, Ayisha Morgan-Lee and Wabei Siyolwe — worked with Pittsburgh Lincoln students on screenwriting, poetry and African dance as part of the school's summer program. As part of a District-wide effort to increase African-American student achievement, Pittsburgh Lincoln K-8 was selected, along with **Pittsburgh Montessori K-8** and **Pittsburgh Sunnyside K-8**, to pilot the CRAE program for the 2009-10 school year. Pittsburgh Lincoln was the only school that incorporated the program into its Summer Learning Camp curriculum. CRAE uses arts instruction and arts integration to work toward the creation of a culturally responsive and healthy school environment by enlisting teaching artists and arts specialists to bring to life its central principles—viewing race and culture as an asset, educating about the impacts of racism and models to overcome it, and the role that artists can play in building relationships between children, schools, and communities. The program is supported by a grant from The Heinz Endowments.

The **Pittsburgh Mifflin PreK-8** pre-kindergarten classroom welcomed Celesta Hickman for a 7-week residency through the Gateway to the Arts' Western Pennsylvania Wolf Trap Program for Early Learning through the Arts. Hickman reinforced learning

through music and movement experiences, using visual, rhythmic, and rhyming elements in favorite books to stimulate the children's imaginations and foster coordination, math and language skills. Hickman, parents and special friends watched the children demonstrate the dances and songs that they learned at a special Show What We Know program. Guests participated in the music and movement, too. Early Childhood teacher Katy Christina Thompson and paraprofessional Chaquela King described Hickman's involvement in the classroom as "a great learning experience. The children were excited for her visits and engaged in her lessons." Thompson and Hickman shared their experiences with other educators at the 2010 PAEYC conference.

Pittsburgh Phillips K-5 students enjoyed their annual Field Trip Day on June 4 at nearby Ormsby Park. Coordinated by physical education teacher Jeff Igms, the day included games, competitions, inflatable slides and a cookout. **Pittsburgh Perry High School** physical education teacher Chris Edmonds and 30 students worked with the younger kids during the day, and more than 90 parents kept things running smoothly. Special thanks to CitiParks, Ormsby Park staff and Carnegie Library of Pittsburgh for their support.

For 13 weeks, students in the ELECT Student Works Afterschool Program at **Pittsburgh Roosevelt PreK-5** worked on a mosaic art project with Pittsburgh Center for the Arts resident artist Laura McLaughlin. The students began the project by collaborating on design and elements that represent their school to be included in the mosaic. They decided to capture their early experience with the Zany Umbrella Circus for the mosaic's central focus, but also included academics, the mascot, garden and annual butterfly release in the overall design. Next they broke tiles for placement on large boards, and gradually the design came to life. Then came the mixing of grout for filling the empty spaces, the curing, and, finally, the installation that transformed a blank wall into a colorful work of art that will last a lifetime. Fifth-grade student Alicia Stanziano described it as "the fifth grade's gift to Pittsburgh Roosevelt." The Spring 2010 *Pittsburgh Educator* covered the District's fundraising campaign that raised more than \$13,000 for Haiti disaster relief. Omitted from the list was **Pittsburgh Schaeffer K-5**. Students and staff raised \$600 and parents graphed the amounts collected. The class with the largest donation earned a pizza party. Third-graders rolled the coins and used the rolls to create mathematical arrays.

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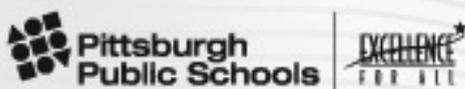
Hosted by Public Relations Coordinator Ebony Pugh, this episode focuses on special-education programs in Pittsburgh Public Schools.

The show airs on City Cable Channel 13 and can be seen online at www.pps.k12.pa.us. Look for a new edition on the air and online on the last Wednesday of each month.

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The Pathway to the Promise.



The Pittsburgh Allderdice Class of 1950 gathered for its 60th reunion on Memorial Day weekend.

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Jones has winning formula

By RICH FAHEY

There are winners, and there are winners. Pittsburgh Westinghouse High School girls basketball coach Phyllis Jones knows that winning and learning shouldn't stop when you leave the basketball court. She likes to see herself not only as a basketball coach, but also a life coach.

Jones' players understandably have come to look at participating in the City League championship game as a birthright. The Lady Bulldogs have been in the final game for every one of her 19 years at the helm, and they've won seven championships.

She's proud of that record, but says she's been reminded more than once that being a winner is about more than sheer talent. She admits that some of her favorite squads didn't bring home the City League trophy. "They weren't the most talented, but they scrapped and fought and probably won more than they should have."

Pittsburgh Westinghouse players attend mandatory study hall, testimony to the seriousness with which Jones regards academic achievement. Her intentions for her students are a good fit with the District's vision of *Excellence for All* and the goal of ensuring that every student is Promise-Ready for a scholarship from The Pittsburgh Promise®.

"I want them to graduate from high school and college, build their characters, their families and their careers," she said. "There are some incoming freshmen I have my eye on, and I want to make sure they get off to a good start."

While the Lady Bulldogs always seem to find a way to be there at the end, Jones' teams have suffered some gut-

wrenching, last-second losses that have demonstrated another important life skill: learning to lose graciously.

Another imperative, she said, is that a team stay together in the best and worst of times. "Regardless of what happens during the course of the game, no one player is responsible. We win as a team and we lose as a team."

See JONES
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Pittsburgh Westinghouse Coach Phyllis Jones, center, and players Shanese Nelson and Cassandra Flowers are featured in the District's 2010-2011 School Calendar.

LIFE COACH