

UC DAVIS

# School *of* Education



## State *of the* School

2007 - 2008

*A Report on Accomplishments and Aspirations*

**Dean Harold Levine**

School of Education

University of California, Davis

UNIVERSITY OF CALIFORNIA, DAVIS

# State *of the* School



From the founding of an **innovative preschool** and a **middle/high school** to a **three-fold increase** in students and in faculty, the UC Davis School of Education is **on the move**.

*It is my great pleasure to send you this special report on the State of the School of Education at UC Davis and to invite you to celebrate the amazing progress we have made in our first five years. We could not have accomplished so much without your enthusiastic support. For that, and so much more, we thank you.*

– HAROLD LEVINE  
DEAN, UC DAVIS SCHOOL OF EDUCATION

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*“Our goal is to  
improve teaching  
and learning  
for all.”*

– Dean Harold Levine

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## **The First Five Years**

With the founding of the School of Education in 2002, the campus declared its intention to be a major force in the education of children throughout the region and beyond. The staff, faculty and alumni have responded with a commitment to students, research and service that have immediate and long-term impacts on teaching and learning.

We have set out to create a School with the following goals: conduct high quality research that addresses key educational issues in California and the nation; deep and sustained engagement with our region’s public schools; focus on practice and how to improve it; serve the campus’s interests in public education; and grow and prosper.

Our vision for a different kind of School has paved the way for tremendous growth in people and programs and for moving forward in innovative and engaging ways. Below, I highlight some of our major accomplishments.

## GROWTH IN PEOPLE

- **Faculty:** From 20 in 2001-02 to 39 in 2007-08
- **Students:** From just over 100 in 2001-02 to nearly 400 in 2007-08

## NEW ACADEMIC PROGRAMS

- Credential/MA
- CANDEL (EdD)
- MA for Practicing Teachers
- Single Subject Credential in Spanish

## GROWTH IN SUPPORT

- **Research support:** Grants for faculty research have grown to nearly \$2 million annually.
- **Private giving:** Contributions from alumni, friends, corporations and foundations have grown from under \$100,000 to over \$1 million annually. *(In 2005-06, Dolly and David Fiddymont established an endowed Chair in Teacher Education, leading to \$1.8 million in gifts that year.)*
- **Endowment:** From \$0 in 2002 to \$1,840,500 in 2006-07.
- **Annual Fund:** Our alumni have doubled their giving over the past five years.

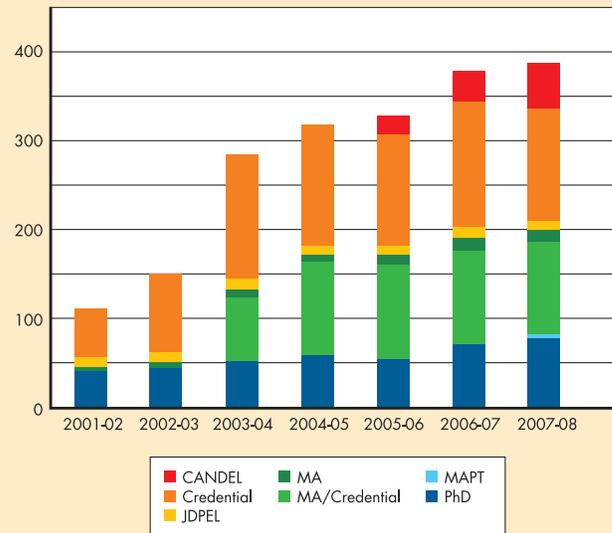
## INCREASED ENGAGEMENT WITH SCHOOLS AND COMMUNITIES

- Established West Sacramento Early College Prep (a charter middle/high school) with Washington Unified School District and Sacramento City College.
- Established the Triumph Early Childhood Education Center in Oak Park with St. HOPE and the UC Davis MIND Institute.
- Became the home of the California AfterSchool Network.
- Established the Center for Education and Evaluation Services and the Center for Applied Policy in Education (CAP-Ed).
- Increased support for public education through the preparation of administrative leaders, teacher professional development, program evaluation, and involvement with regional alliances through our CRESS Center.

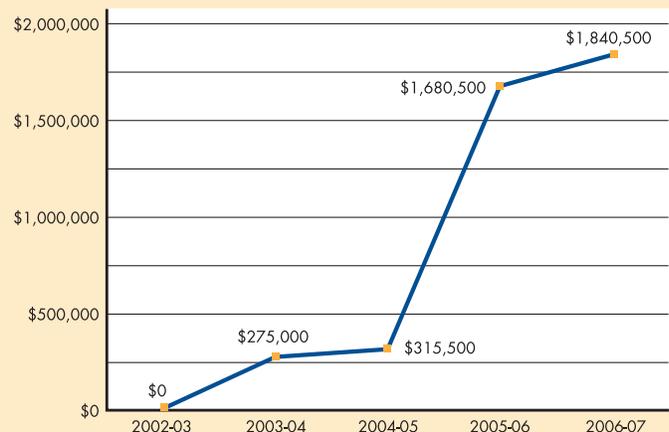
*“We believe education empowers people to make a positive contribution to society, and we want students to have the educational opportunity to be successful.”*

– Nancy Farrer Patten (BS '74, Credential '75) and Thomas Philip Patten (BS '74, MS '76), who established the Farrer/Patten Fund for teacher credential candidates and a similar fund for engineering students.

Increase in Students, per Program



Building Our Endowment



## Creating a Different Kind of School

Schools of Education have a lot to say about teaching and learning. They house brilliant minds who research every possible aspect of education. They publish their results, and they pass their knowledge onto prospective teachers and researchers. At UC Davis, we also spend a lot of time listening to teachers in classrooms, to parents, policymakers, community leaders and students.

Our approach is to move beyond the traditional role of the University to serve as a true partner and collaborator in making a difference every day in ways that will benefit students now and into the future. Together, we are crafting a different notion of “school,” at UC Davis and beyond.

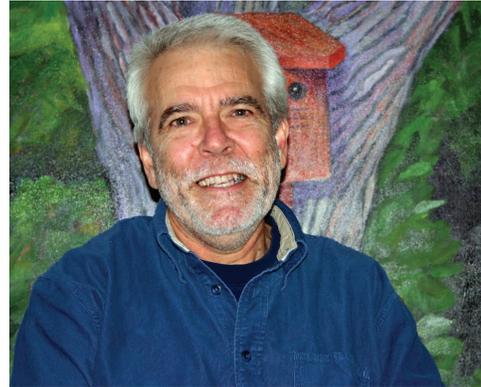
## Imagining the Future

We are one of the newest Schools of Education in the United States. Created on the foundation of the UC Davis land-grant mission, we are charged to address one of society’s most pressing problems. Today’s major societal challenge is, arguably, public education. Our goal is that the School will become a national model for how research universities can work with public and private institutions and individuals to join strategies and resources to improve teaching and learning for all.

As we move into the future, we know we can do an even better job of preparing educators for our schools. We can learn more about what makes a good classroom. And, we can work with our partners to more effectively apply what we learn in all of our communities.

We’d like the School of Education to be thought of as a place where calm, rational thinking about public education is coupled with a spirit of shared concern and collaboration in addressing the state’s education needs.

Thank you for helping us make the first five years count. We look forward to the continued support of our friends and alumni to help us make our plans for the future real.



*A special thank you*

### to Mark and Marcia Cary

School of Education Alumnus Mark Cary (Credential 1975) and his wife Marcia Cary have established the Mark Cary Award, an endowment to support PhD students planning careers as teacher educators. “It’s my hope that in establishing this fund for a PhD candidate that it will help the School attract people who are naturally committed to teacher education and sympathetic to understanding the importance of self-reflection and assessment, both for teachers and their students.”



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