

RESEARCH

April 2015



In this issue of the UC Davis School of Education's spring Research newsletter, we highlight the work our faculty and students are presenting at the annual meeting of the American Educational Research Association in Chicago.

Several of the presentations represent areas of the School's collective research strengths and expertise, including K-12 leadership and policy; African American and Latino achievement; access to and persistence in higher education; STEM instruction; online learning; bilingual literacy and learning; and teacher preparation.

At the UC Davis School of Education, we are committed to conducting research in the areas of greatest need in our state and nation. We believe our work must have impact and relevance. Equally important, through our work in schools and our focus on collaborative research across disciplines, we recognize and confront historical and ongoing inequities that result in many students being underserved in our public schools and higher education system.

We are pleased to contribute to the vibrant community of scholars in education and honored by the growing recognition of our peers as evidenced by our recent ranking in the US News & World Report. In less than a decade, the School has moved from an early ranking of 68 to our most recent 2016 ranking of 38.

I hope you enjoy reading this issue of our annual AERA-focused Research newsletter. I encourage you to visit the meeting site (aera.net) to browse the program and read abstracts of all our faculty and student presentations, as well as visiting the School's website at education.ucdavis.edu.

A handwritten signature in blue ink that reads "Harold G. Levine".

Dean Harold G. Levine



Harold Levine

Professors Complete Editorship of AERA Journal with Issue on Assessment

In 2013, Professors Jamal Abedi and Christian Faltis were selected to edit two volumes of *Review of Research in Education*, one of the most influential education research journals in the world. With Volume 39, *Teacher Assessment and the Assessment of Students with Diverse Learning Needs*, they complete their run as editors of the prestigious publication.

Citing the introduction of assessments aligned to the Common Core State Standards and continuing inequities in assessments of English learners and students with disabilities, the editors urge their colleagues and test developers to pay more attention to the needs of these students in the development of high-stakes testing.

"Attention to the assessment of students with diverse learning needs is of paramount importance as the nation moves toward the development and implementation of a new generation of assessments," write the editors in the introduction.

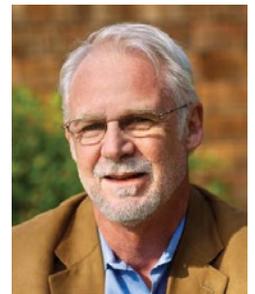
Articles in the volume, released in March 2015, focus also on cognitive and noncognitive issues in the assessment of teachers. Faltis and Abedi call for more research in this area "to judge the content and psychometric quality" of existing tools for assessing teachers' impact on students' content knowledge and ability to engage students in learning.

Professor Emerita Barbara Merino sits on the editorial board, and PhD candidate Kelsey Krausen served as editorial assistant. Visit <http://rre.sagepub.com/content/39/1.toc> to read abstracts and subscribe.

Learn more about the editors' research at <http://education.ucdavis.edu/faculty-directory>.



Jamal Abedi



Christian Faltis



Thomas Timar

“Establishing a shared vision with clearly defined and articulated goals is critical for districts to focus on the core mission of teaching and learning.”

– Thomas Timar

Establishing Shared Goals for Improved Instruction: What’s a District Leader To Do?

Too often school district leaders focus so much on operations and compliance with state and federal policy that they don’t pay enough attention to teaching and learning, according to Thomas Timar, professor of education at the UC Davis School of Education. The result is a cacophony of efforts, often working at cross-purposes.

In a three-year study concluding in June 2016, Timar partnered with Michael Fullan, professor emeritus at the Ontario Institute for Studies in Education at the University of Toronto, to evaluate how Fullan’s Whole System Change program could help district leadership establish a shared vision for instructional reform. The study looked at the implementation of the program in four Northern California school districts.

The aim of the three-year Systems Transformation Collaborative was to deepen leadership skills at all levels of a district to mobilize commitment and energy to achieve shared goals with a laser-like focus on improved instruction, according to Timar.

“This research builds on previous work by focusing on leadership that fosters clear connections among district priorities and initiatives to improve teaching and learning through collaborative goal-setting,” said Timar. “Establishing a shared vision with clearly defined and articulated goals is critical for districts to focus on the core mission of teaching and learning.”

Preliminary findings, based on the first two years of the study, suggest that involving teachers, principals, district personnel, and superintendents in shared goal-setting may lead to small improvements, but the researchers found a lot of gaps.

For instance, teachers and site administrators struggled to identify district goals. During the first year, only district leadership defined the goals, so when asked about the goals during the second year, principals and teachers were often unable to describe the goals or reported different ones.

Researchers also identified two major factors that impede district leaders’ ability to establish and articulate shared goals. First, superintendents and their staff are beset with myriad competing district and statewide policy initiatives that are difficult to connect with any new goals. Secondly, district leadership turnover is so prevalent that it is hard to provide consistent and coherent district-wide goal setting.

Over the course of the last 18 months of the project, three of the four districts changed superintendents.

Timar, along with PhD students and co-authors Kelsey Krausen and Mary Briggs, will present “Defining District Goals in a Systems Transformation Collaborative: The Role of Leadership” at the Annual Meeting of the American Educational Research Association on Sunday, April 19.

Read more about Timar’s research at <http://education.ucdavis.edu/faculty-profile/thomas-timar>.



Jamal Abedi, professor of education, is co-editor of AERA's *Review of Research in Education*, Vols. 37 & 39. Specializing in educational and psychological assessments, Abedi's research focuses on testing for English learners and issues concerning the technical characteristics and interpretations of these assessments. Abedi is the author of many publications in the assessment of and accommodations for English learners and serves on advisory committees for several major assessment organizations. He advises a number of states on testing for English learners and children with disabilities.



Rebecca Ambrose, associate professor of education and interim director of teacher education, researches how children solve mathematics problems and works with teachers to apply what she has learned about the informal strategies children employ to differentiate and improve instruction in math.

Steven Athanases, professor of education, serves on the editorial board of AERA's *Educational Researcher*. He researches issues of cultural and linguistic diversity and educational equity in teaching, adolescent learning, and teacher education, with a focus on literacy and English Language Arts. Athanases' research has been honored with fellowships and awards of excellence from the National Academy of Education, the Spencer Foundation, the National Council of Teachers of English, the Association of Teacher Educators, the McDonnell Foundation Program in Cognitive Studies for Educational Practice, and the Davis Humanities Institute.



Steven Athanases

Marcela Cuellar, assistant professor in higher education leadership, studies Latino student access and success in higher education, Hispanic-Serving Institutions (HSIs), and the development of emerging HSIs. Cuellar is a research associate for The Civil Rights Project/Proyecto Derechos Civiles at UCLA.

Christian Faltis, professor and Dolly and David Fiddyment Chair in Teacher Education, is co-editor of AERA's *Review of Research in Education*, Vols 37 & 39. Faltis has a range of expertise in teacher education, particularly preparing teachers to work in classrooms and schools where immigrant children and adolescents are becoming bilingual, adding English to their language and learning experiences. Faltis is the director of Teacher Education in the UC Davis School of Education and past-editor of *Teacher Education Quarterly*.

Cassandra Hart, assistant professor of education policy, studies the effects of state and national education policies on overall student achievement and on the equality of student outcomes. Hart's recent work has focused on school choice programs, school accountability policies, and early childhood education policies. She is also interested in the effects of virtual schooling on student outcomes, both in K-12 and postsecondary settings.



Cassandra Hart

Paul Heckman, professor of education and associate dean, studies curriculum theory and change; educational ecology of communities; educational leadership; school, curriculum, and community change; school restructuring; organizational arrangements and structures; and school culture, change, and cognition.

Michal Kurlaender, associate professor of education and Chancellor's Fellow, investigates students' educational pathways, in particular K-12 and postsecondary alignment, and access to and success in postsecondary schooling. She has expertise on alternative pathways to college and college readiness at both community colleges and four-year colleges and universities. In addition to working with national data, Kurlaender works closely with administrative data from all three of Cali-



Michal Kurlaender

fornia's public higher education sectors—the University of California, the California State University, and the California Community College system. Kurlaender also studies the impact of racial and ethnic diversity on student outcomes. She serves on the executive committee of the UC Davis Center for Poverty Research, is co-director of Policy Analysis for California Education (PACE), UC Davis site director of the UC Educational Evaluation Center, and is a researcher with the Center for Analysis of Postsecondary Education and Employment at Teachers College, Columbia University.

Harold G. Levine is dean of the UC Davis School of Education. Levine's research interests and publications focus on the study of a wide range of organizations and cultural practices using qualitative, observational methods. The settings for his work include schools, cultures (the Kafe of Papua New Guinea), youth groups and movements, mother-child dyads, corporations, manufacturing "shop floors," and small businesses. In all of his work he has examined how individual action and decision making both impact, and are constitutive of, cultural practices. Levine's current interests are in the area of education policy. Levine serves on the boards of City Year and West Ed.

Danny C. Martinez, assistant professor of education, studies the regularities and variances in the language and literacy practices of Black and Latina/o youth in English Language Arts classroom settings. His work documents the linguistic dexterity of Black and Latina/o youth

Continued on page 6



Danny Martinez

THURSDAY, APRIL 16

2:15 - 3:45 p.m.

Michal Kurlaender, Kelsey Krausen, and Juliet Michelsen Wahleithner

“Middle School Students’ Expectations for College: Exploring the Disconnect Between Academic Achievement and College Aspirations” – *Examining Factors That Impact Access to Higher Education for Middle School, High School, and the Transition to College* – Hyatt, East Tower – Purple Level, Riverside East

FRIDAY, APRIL 17

10:35 a.m. - 12:05 p.m.

Rebecca Ambrose

“Screencasts as a Formative Assessment Tool for Mathematical Explanations” – *Measurement and Assessment With Technologies for Learning* – Marriott, Fourth Level, Sheffield

Paul Heckman

“A Study of Schooling: Inquiry and Renewal” – *Reflecting on John Goodlad: His Legacy, Our Renewal* – Hyatt, West Tower – Gold Level, Regency AB

Cynthia Passmore

“Supporting Teacher Learning of Next Generation Science and Pedagogy Through Cyber-enabled Teacher Study Groups” – *Equity-Focused Implementation of the Next Generation Science Standards: Exploring Models of Hope and Possibility* – Sheraton – Ballroom Level, Sheraton IV

12:25 - 1:55 p.m.

Rebecca Ambrose, Leslie Banes, Rachel Marie Restani, Robert Bayley (Linguistics UC Davis), and Heather Martin (PhD '14)

“Relating Performance on Written Assessments to Features of Mathematics Discussions in High-Poverty Elementary Classrooms” – *Teaching, Discourse, and Noticing in Mathematics Classrooms* – Marriott – Fourth Level, Armitage

2:15 - 3:45 p.m.

Steven Athanases

“Conceptualizing Social Justice in Teacher Education: Focus on Diverse LGBTQ Youth, Families, and Educators” – *In the Name of Justice: Actions for and Against Justice* – Hyatt, West Tower – Gold Level, Regency AB

4:05 - 6:05 p.m.

Cassandra Hart

“Passing the Baton: Does a Parent’s ‘Head Start’ Affect Children’s Outcomes?” – *Excellence in Education Research: Early-Career Scholars and Their Work* – Hyatt, East Tower – Gold Level, Grand AB

SATURDAY, APRIL 18

8:15 - 9:45 a.m.

Cassandra Hart, Elizabeth Friedmann, and Michael Hill

“Online Course-Taking and Student Outcomes in California Community Colleges” – *Persistence, Debt, and Degrees: Barriers and Supports to Degree Attainment* – Swissotel – Event Centre Second Level, St. Gallen 3

George Sellu, Irina Okhremtchouk (PhD '11 – Arizona State University), and Rachel Manak (Arizona State University)

“An Analysis of Teacher Readiness to Teach STEM Subjects to English Language Learners: Arizona Context” – *Are We Ready for This? Addressing Racial and Cultural Differences in STEM Learning* – Hyatt, East Tower – Purple Level, Riverside East

10:35 a.m. - 12:05 p.m.

Steven Athanases, Leslie Banes, Joanna W. Wong, and Danny C. Martinez

“Education Students’ Inventories of Personal Language Use: Potentialities and Restrictions in Linguistic Repertoires” – *Preservice Teacher Awareness and Attitudes of English Language Learners* – Hyatt, East Tower – Purple Level, Riverside West

2:45 - 4:15 p.m.

Steven Athanases, Leslie Banes, and Joanna Wong

“Diverse Language Profiles: Leveraging Resources of Potential Bilingual Teachers of Color” – *Preparing Bilingual Teachers for the Profession* – Swissotel – Event Centre Second Level, Montreux 3

Yanira Madrigal-Garcia and Nancy Acevedo-Gil (CSU-San Bernardino)

“Engaging With Identities to Mentor Latina/o Scholars: Nepantleras/os of Faculty Pathways Using Community Cultural Wealth” – *Mentoring Students: Black and Latino Faculty* – Hyatt, West Tower – Gold Level, Hong Kong

SUNDAY, APRIL 19

8:15 - 9:45 a.m.

Juliet Michelsen Wahleithner

“Exploring High School English Teachers’ Perceptions of Their Preparation for and Practice of Teaching Writing” – *Examining Adolescent Peer and Teacher Writing Feedback Across Contexts* – Hyatt, East Tower – Purple Level, Riverside West

10:35 a.m. - 12:05 p.m.

Leslie Banes, Rebecca Ambrose, Rachel Marie Restani, Heather Martin (PhD '14), and Robert Bayley (Linguistics UC Davis)

“Mathematical Classroom Discussion as an Equitable Practice: Effects on Elementary English Learners’ Performance” – *Mathematics and Science in Bilingual Education Contexts* – Swissotel – Event Centre Second Level, Montreux 1&2

BernNadette Best-Green

“‘Run and Tell Dat!’ Privileging Black Collegians’ Perspectives to Augment African American Youths’ Educational Trajectories” – *Critical Educators and the Fight for Social Justice 60 Years Later* – Marriott, Third Level, Dupage

Marcela Cuellar

“Latina/o Student Characteristics and Outcomes at Four-Year Hispanic-Serving Institutions (HSIs), Emerging HSIs, and Non-HSIs” – *Hispanic-Serving Institutions: Advancing Research and Transformative Practices* – Swissotel – Event Centre First Level, Zurich E

Danny Martinez, Elizabeth Montañó, Marjorie Faulstich Orellana (UCLA), Ramon Antonio Martinez (UT, Austin), and Clifford H. Lee (St. Mary’s College of California)

“Leveraging Linguistic Repertoires: Language Brokering in School” – *Language(s) in Schools as a Social Imaginary* – Hyatt, West Tower – Gold Level, Regency C

12:25 - 1:55 p.m.

Steven Athanases

“Mentoring Collective Inquiry for Teacher Knowledge Development” – *Core Issues in the Study of Mentoring in Preservice Education: Toward an Integrative Research Agenda* – Sheraton, Lobby Level, Columbus AB

Danny Martinez

“Expanding What Counts as Language for Latina/o Middle School Youth in Urban Schooling Contexts” – *Language Policy for Social Justice: Challenging Educational Inequality for Emergent Bilinguals* – Marriott – Sixth Level, Minnesota

Sherrie Reed and Patrick Lee (New Tech Network)

“Online Project-Based Learning Course Implementation Successes and Challenges: Lessons Learned from a Two-Year Distance Education Pilot” – *Online Teaching and Learning SIG* – Marriott – Fourth Level, Armitage

Yuuko Uchikoshi and Lu Yang

“Role of Oral Proficiency in Literacy Skills: Spanish-Speaking and Cantonese-Speaking English Learners

Research Notes and Publications

Paco Martorell Named Outstanding Reviewer

The American Educational Research Association (AERA) and AERA journal *Educational Evaluation and Policy Analysis* have recognized Assistant Professor Paco Martorell as an Outstanding Reviewer for 2014.



Paco Martorell

Kevin Gee Named Young Scholar in Competitive Research Program

In January, Kevin Gee, assistant professor of education, received the Foundation for Child Development (FCD) Young Scholars research award.

In a highly competitive national competition, FCD makes only five awards each year. With the award funding Gee will examine the impact of food insecurity on children's developmental outcomes over the next two years, focusing particularly on low-income and children of color in the aftermath of the Great Recession of 2007-09.

The FCD Young Scholars Program supports policy- and practice-relevant research on the development and learning needs of the nation's young children growing up under conditions of poverty and low-income.

Learn more about the award at <http://fcd-us.org>. Learn more about Gee's research at <http://education.ucdavis.edu/faculty-profile/kevin-gee>



Kevin Gee

Recent Publications

Steven Athanases

- Athanases, S. Z., Banes, L. C., & Wong, J. W. (in press, 2015). "Diverse Language Profiles: Leveraging Resources of Potential Bilingual Teachers of Color." *Bilingual Research Journal*.
- Athanases, S. Z., Achinstein, B., Curry, M. W., & Ogawa, R. T. (in press, 2015). "The Promise and Limitations of a College-Going Culture: Toward Cultures of Engaged Learning for Low-Income Latina/o Youth." *Teachers College Record*.

Marcela Cuellar

- Cuellar, M. (2014). "The Impact of Hispanic-Serving Institutions (HSIs), Emerging HSIs, and Non-HSIs on Latina/o Academic Self-Concept." *The Review of Higher Education*, 37(4), 499-530.

Christian Faltis

- Faltis, C. & Valdés, G. (2015). "Preparing Teachers for Teaching In and Advocating for Linguistically Diverse Classrooms: A Vade Mecum for Teacher Educators." In D. Gitomer & C. Bell (Eds.), *5th Edition of the Handbook of Research on Teaching*. Washington, DC: American Educational Research Association.

- Faltis, C. & Ramírez-Marin, F. (2015). "Secondary Bilingual Education: Cutting The Gordian Knot." In W. Wright, S. Boun, & O. García (Eds.), *Handbook of Bilingual and Multilingual Education*. New York: Wiley-Blackwell.
- Faltis, C. (2015). "Language Advocacy in Teacher Education and Schools." In M. Bigelow & J. Enns-Kananen (Eds.), *Handbook on Educational Linguistics*. New York: Routledge.

Cassandra Hart

- Hart, C.M.D., & Figlio, D.N. (Forthcoming). "School Accountability and School Choice: Effects on Student Selection Across Schools." *National Tax Journal*.
- Hart, C.M.D., & Sojourner, A.J. (Forthcoming). "Unionization and Productivity: Evidence from Charter Schools." *Industrial Relations*.

Danny Martinez

- Martinez, Danny C. (in press). "Black and Latina/o Youth Communicative Repertoires in Urban English Language Arts Classrooms." In E. Morrel & L. Sherff (Eds.), *New Directions in Teaching English: Reimagining Teaching, Teacher Education, and Research*. NY, New York: Rowman & Littlefield.

in the United States" – *Writing and Reading Processes and Outcomes* – Sheraton – Fourth Level, Chicago VI & VII

2:15- 3:45 p.m.

Elizabeth Friedmann

"Remaining Financial Aid Eligibility of Community College Transfer Students" – *The Intersection of Education Finance and Policy* – Marriott – Sixth Level, Illinois

Kelsey Krausen

"The Portfolio Strategy: School Board and District Leadership, Policy and Politics" – *Leveraging Community Relations and Culture for Effective School Leadership and Policy* – Hyatt, East Tower – Purple Level, Riverside East

Juliet Michelsen Wahleithner

"Exploring the Development of Teacher Knowledge and Self-Efficacy for Teaching" – *Self-Efficacy in Professional Development* – Hyatt, East Tower – Purple Level, Riverside East

Yanira Madrigal-Garcia

"Engaging in Culturally Relevant Literature: Latina/o Fifth Graders Reading Anzaldúa's *Friends From the Other Side*" – *Toward Justice: Critical Perspectives on Diverse Books for Young Audiences* – Hyatt, East Tower – Purple Level, Riverside West

4:05 - 5:35 p.m.

Thomas Timar, Mary Briggs, and Kelsey Krausen

"Defining District Goals in a Systems Transformation Collaborative: The Role of Leadership" – *Governance and Leadership of School Districts* – Hyatt, East Tower – Purple Level, Riverside West

MONDAY, APRIL 20

8:15 - 9:45 a.m.

Marcela Cuellar

"Exploring Curricular and Co-Curricular Effects on Civic Engagement at Hispanic-Serving Institutions (HSIs) and Emerging HSIs" – *The Importance of Institutional Contexts for College Student Outcomes: Looking at Minority-Serving Institutions and Predominantly White Institutions* – Swissotel – Event Centre Second Level, St. Gallen 3

Christian Faltis

"Challenging Race-Erased Perspectives of Language in Whitestream Bilingual Education: Toward a Race-Radical Vision" – *Revitalizing Race-Radicalism in Bilingual Education* – Hyatt, East Tower – Gold Level, Grand CD

Continued from page 3

despite teaching practices that fail to treat the linguistic resources of these youth as a resource for learning. Martinez is interested in engaging language and literacy scholars in humanizing research practices that center on nondominant youths' linguistic rights. He is a member of the standing committee on research for the National Council for Teachers of English, is Presidential Fellow (2014-15) for Concha Delgado Gaitan Council for Anthropology and Education, and recipient of the 2014 Cultivating New Voices Scholar Award from the National Council for Teachers of English Assembly for Research (NCTEAR).

Elizabeth Montañó, lecturer/supervisor of teacher education, taught in middle school settings for 11 years and completed a doctorate in Educational Leadership for Social Justice at Loyola Marymount University. Her research is centered in various areas of education that look at how teachers support diverse learners and the experiences of teachers in challenging work environments. One area of study focuses on the literacy and language practices of middle school students in language arts classrooms. Her research also looks at the experiences of teachers in charter schools.



Elizabeth Montañó

Cynthia Passmore, associate professor of education, is an expert in K-12 science education with a particular focus on designing learning environments that provide opportunities for students to engage in authentic scientific reasoning. Her research examines student learning in classrooms designed around data-rich investigations



Cynthia Passmore

that allow students to develop, revise, or apply scientific models. Additionally, she researches the design and implementation of teacher professional development. Passmore serves on California's review committee for the Next Generation Science Standards. She is chair of the Graduate Group in Education at UC Davis.

Thomas Timar, professor of education, researches education finance, policy, and governance. He is executive director of the UC Davis Center for Applied Policy in Education (CAP-Ed) and a member of the steering committee for Policy Analysis for California Education (PACE).

Yuuko Uchikoshi, associate professor of education and chair of the UC Davis School of Education's undergraduate committee, leads a research program that focuses on the language and



Yuuko Uchikoshi

literacy development of English learners. Uchikoshi's research examines the literacy development of children in both their native and second languages. Uchikoshi is also interested in the use of media, including educational television, on literacy development.

Juliet Michelsen Wahleithner is a researcher and analyst in the School of Education. She received her PhD in education in 2013. Her research focuses on the teaching of writing at the secondary level and pre-service and in-service teacher development for teaching English Language Arts.

Joanna W. Wong is lecturer in the School of Education and elementary literacy specialist in the Oakland Unified School District. She earned her doctorate at UC Davis in education with an emphasis in language, literacy, and culture, with designated emphases in second language acquisition, and writing, rhetoric, and composition studies. Her research interests include second language writing, bilingualism, and teacher education in the preparation of teachers serving nondominant populations.

Graduate Student Presenters

Leslie Banes is a PhD student in education with an emphasis in language, literacy & culture and in mathematics education.

BernNadette Best-Green is a PhD student in education with an emphasis in language, literacy & culture. She is also a teacher education supervisor in the School of Education.

Mary G. Briggs is a PhD student in education with an emphasis in school organization and education policy.

Elizabeth Friedmann is a PhD student in education with an emphasis in school organization and education policy.

Michael Hill is a PhD student in education with an emphasis in school organization and education policy.

Kelsey Krausen is a PhD student in education with an emphasis in school organization and education policy.

Yanira Madrigal-Garcia is a PhD student in education with an emphasis in school organization and education policy.

Sherrie Reed is a PhD student in education with an emphasis in school organization and education policy.

Rachel Restani is a PhD student in education with an emphasis in mathematics education.

George Sellu is a PhD student in education with an emphasis in science and agricultural education.

Lu Yang is a PhD student in education with an emphasis in language, literacy & culture.

Thriving While Black: One Researcher Seeks Answers from Those Who Have Beat the Odds

Though African Americans make up more than 7 percent of high school graduates in California, less than 3 percent graduate eligible for admission to the University of California. In fall 2014, only 500 African and African American students were admitted to a UC campus.

PhD student and education researcher BernNadette Best-Green wants to know why.

In a pilot qualitative study conducted through interviews of 50 African American students at UC Davis, Best-Green sought the insights of the students themselves. “Most African American young adults know what it means to combat racial discrimination associated with ‘driving while Black,’ but far too few receive K-12 educational preparation enabling them to distinguish themselves as ‘thriving while Black,’” said Best-Green.

The study sought to create a framework for understanding how K-12 schools and teachers help and hinder African American students’ college aspirations by employing critical race theory to “privilege the perspectives and lived experiences” of the high-achieving students interviewed.

Best-Green identified six characteristics that the students perceived to be “most helpful” and six they perceived as “most harmful.”

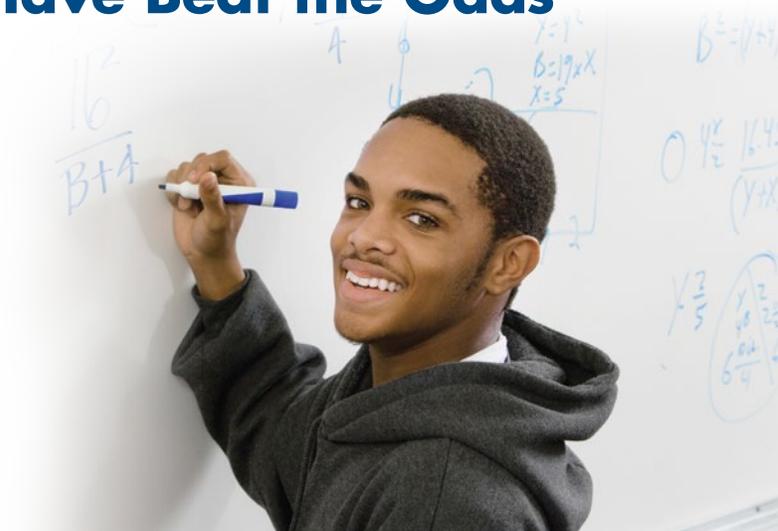
The most helpful teachers were considered “cultural insiders, enablers of achievement, and mentors.” Students identified Black teachers as “sources of inspiration and living examples of the success that academic achievement yields,” according to Best-Green.

Teachers who set high expectations were also cited as most helpful.

The interviews also identified schools that provided Black students with access to extra-curricular and college-prep opportunities within a “culture of success” as most helpful. “Rather than operating from deficit models, these schools functioned as places where Black students were taught to excel, even in the face of adversity,” said Best-Green.

Not surprisingly, teachers who failed to acknowledge inequities, who “avoided empowering students” to make meaningful connections between academic content standards and their own sociopolitical realities, or who failed to provide access to rigorous coursework because of low expectations, were perceived as harmful.

One student said, “My twelfth grade AP composition teacher didn’t really prepare us that



well for the AP exam—it was mostly just a lot of busy work! As someone who was college bound—you know—my senior year in high school, I’m thinking to myself, ‘Man, this is my senior year! Am I being challenged? How am I going to fare in college?’”

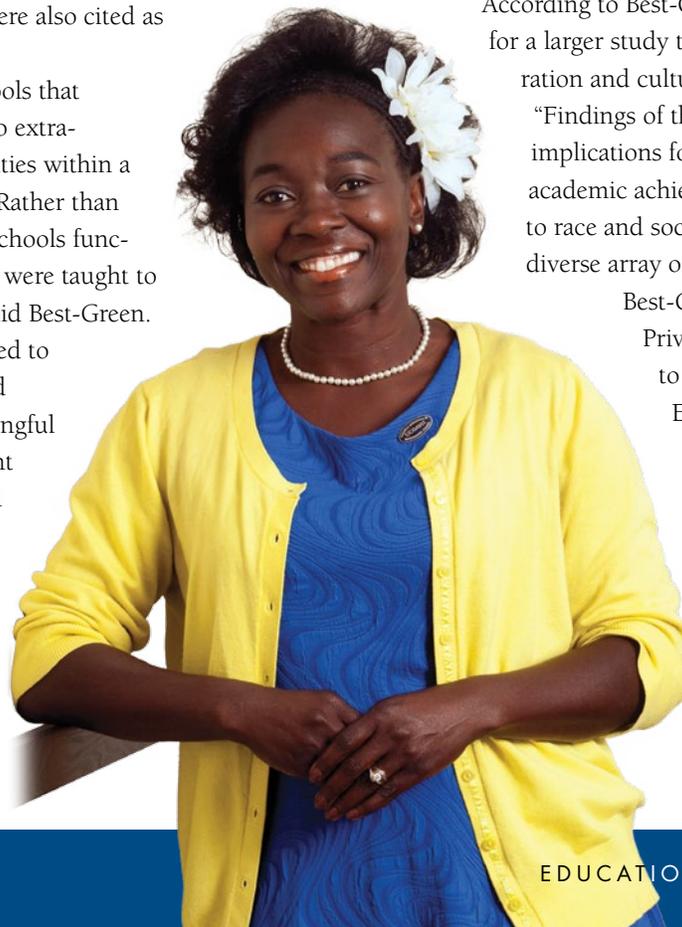
In addition to lack of access to enrichment activities and rigor, harmful schools were also cited as placing too much emphasis on collegiate athletic opportunities. “Some students were only told about college from coaches who encouraged them to pursue athletic excellence. These students also received almost no access to information about underutilized scholarships in other areas, such as agriculture,” said Best-Green.

According to Best-Green, this study lays the groundwork for a larger study to extend the research to teacher preparation and culturally relevant and sustaining pedagogy.

“Findings of the present study have important implications for the elimination of prevalent gaps in academic achievement that correspond disturbingly to race and social class and should be of interest to a diverse array of stakeholders,” said Best-Green.

Best-Green will present “‘Go Run Tell Dat!’ Privileging Black Collegians’ Perspectives to Augment African American Youths’ Educational Trajectories” at the annual meeting of the American Educational Research Association on Sunday, April 19. Read more about Best-Green’s research at <http://education.ucdavis.edu/student-profile/bernnadette-best-green>

BernNadette Best-Green



U C D A V I S S C H O O L O F E D U C A T I O N

2015 AERA Chicago

APRIL 16-20



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2015 Annual Meeting of the American Educational Research Association (AERA)

**"Toward Justice: Culture, Language and Heritage in Education
Research and Praxis" – Chicago, Illinois, April 16-20, 2015**

The AERA Annual Meeting is the largest gathering of scholars in the field of education research. It is a showcase for ground-breaking, innovative studies in a diverse array of areas – from early education through higher education, from digital learning to second language literacy. It is where to encounter ideas and data that will shape tomorrow's education practices and policies, and where to connect with leading thinkers from the U.S. and around the world. More than 14,000 are expected to attend over 2,600 sessions.

Access the meeting program at <http://aera.net>.