

Catalyst

SPRING 2010



Celebrating Arts
in Education

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GIVING Voice TO THE POWER OF Our Creativity



Photo by Neil Michel/Atom Photography

Dean Harold Levine

As we wrap up another academic year, I am happy to take a moment to reflect on our accomplishments and to celebrate the creative spirit of our people, programs and partners. In a time of mounting challenges for our society as a whole and certainly in education, it would be easy to become distracted and discouraged, but even as the challenges continue, the School continues to grow in its ability to address them.

In this issue of the *Catalyst*, we provide just a glimpse at the diversity of programs and solutions we employ to address the needs of schools and communities in our region. All of them illustrate the School's commitment to giving voice to our partners and the youth they serve.

I am particularly excited about our special focus on arts education in this issue. In so many ways, the School is invested in programs that put art at the center of learning in the belief that engagement in the arts enables all children to find ways to express their thoughts, feelings and knowledge in a number of ways.

We also highlight several special events that bring together a variety of educators, community leaders and young people to tackle key obstacles to closing the achievement gap, including our third annual Academic Literacy Summit, second annual Sacramento Area Youth Speaks Summit and Poetry Slam, and our first Capital Region Equity Summit.

Our alumni's creativity and commitment to doing work that matters is on full display in our story on the School's third annual Honoring Educator's Reception and Alumni Awards Ceremony. I am continually astounded by the quality of our alumni. They represent

the best of what we have to offer the world of public education.

And finally, we continue to look for creative ways to respond to the needs and ideas of our region's schools and our community partners with innovative solutions and programs. To be more entrepreneurial and responsive than ever, we have established *EdForward*, a center that is developing and delivering innovative programs and services that, at the same time, create revenue to reinvest in our core mission.

Please join me in celebrating another successful year, and know how very grateful we are for the support we receive in our effort to make a difference in teaching and learning every day. 📖

voice

- Noun:**
- Expression in spoken or written words, or by other means
 - The right to present and receive consideration of one's desires or opinions
 - The finer regulation, as of intensity and color
 - The conscience
 - Cry or call

- Verb:**
- To give utterance or expression to; declare; proclaim

Sue Davis

Alumna's Magnum Opus: 37 Years of Artful Teaching

By Donna Justice

With scenes from *Mr. Holland's Opus* still playing in her head, Sue Davis (Credential '73) approached her final year of teaching the same way she begins every school year: with a determination to "rethink and retool everything" to ensure that her students learn.

"Every year, I watch that movie before the school year starts because in it, the main character realizes that if a student is not learning, it is his failing, not the student's," said Davis. "If one of my students can't master something I am teaching, I just have to think of a better way to teach it."

Now after 37 years of teaching, Davis has given herself permission to move out of the classroom. She will retire in June from Deterding Elementary School in Carmichael, CA. She plans to volunteer with an outdoor education organization.

"I have said every year, I can't quit until I get it right, but teaching is something you can never master," she said.

And according to Davis, that's half the fun.

"A teacher should treat each day as a new opportunity to learn. Your students are definitely your best guides. I try to bring in their interests as well as my own to keep learning fresh and fun, and I try to connect learning to the bigger world," said Davis.

"My fondest memory is of watching a student from my first year of teaching walk across his high school stage at graduation to receive the valedictorian award," she said. "When I taught him in first grade, he spoke no English. His keen sense of humor and extraordinarily detailed art hinted at his future potential."

Davis, who teaches third grade at a school where art plays a central role in the curriculum, believes that art and hands-on projects unlock students' creativity and

enthusiasm for learning. This year, Davis' students raised crayfish and steelhead, created art and poetry based on a field trip to the Marin Headlands, and acted out scenes from novels they are reading. All of the artwork they create out of class is integrated into their social studies, science and language arts lessons.

"There are an infinite number of ways to improve understanding by embedding lessons within the arts," she said. She even requires her students to explain how they solve math problems through pictures and written explanations.

"It is always a delight and a privilege to move a child toward greater understanding and wisdom. To see the light go on and to observe those 'ah hah' moments is really exciting. I'm going to miss it," said Davis. ❏



Sue Davis serves on the School's Alumni Council. She and her husband, Rod, were the first members of the School's Dean's Leadership Council, which honors alumni and friends who lead by example with their gifts to the School. "I support the School of Education because it serves an important mission: to create powerful mentors and educational leaders for our region. The work of the School, particularly through its strong teacher education program, touches thousands and thousands of lives." ❏

Deborah Prieskop (BA '69, Credential '69)

Deborah Prieskop taught music in elementary and junior high school for 38 years.

When the music programs in San Jose's Franklin-McKinley School District were cut severely in 2006,



Deborah Prieskop

she decided to retire. Prieskop took her savings and bought property in Roatan, Honduras. She bought pans from a Trinidad builder, built a "panyard" to house them in, and founded a unique music school. Steel Pan Alley is available cost-free to Roatan children and teenagers, a diverse group of bilingual students ranging in ages 9 to 19 with different family backgrounds. Prieskop provides music to the children of the island and an opportunity to learn and grow in a friendly, cooperative environment. She hopes steel pan music will ultimately provide a way for Roatan teens to make a supplemental income in the future. To learn more about Steel Pan Alley, visit www.steelpanalley.com

Paula Symonds (BA '67, Credential '70)

An elementary school teacher for 40 years, Paula Symonds is trained in the Responsive Classroom approach, which consists of classroom and schoolwide practices that deliberately help children build academic and social-emotional competencies. In 2000, as the first grade head teacher, Symonds joined Children's Day School, a private, independent co-educational day school (preschool-8th grade) in San Francisco. She is the creator of a nationally recognized mathematics program for grades K-2 called *Box It or Bag It Mathematics*, which gives students a language-enriched, activity-centered learning environment. Author of seven additional books about math for teachers, Symonds is a frequent speaker at meetings and workshops hosted by the California Kindergarten Association, California Mathematics Council, and the National Council of Teachers of Mathematics.

Caroline S. Turner (BA '67, MA '70)

Caroline Sotello Viernes Turner is a professor in the Division of Educational Leadership and Policy Studies, Lincoln Professor of Ethics and Education, and Doctoral Program Director for Higher and Postsecondary Education at Arizona State University. Recognizing her



exemplary scholarship, American Educational Research Association (AERA) gave Turner the 2009 *Scholars of Color in Education Distinguished Career Contribution Award* and the 2009 AERA *Dr. Carlos J. Vallejo Memorial Award for Lifetime Scholarship*. She also received the 2008 *Mildred Garcia Award for Exemplary Scholarship* from the Association for the Study of Higher Education (ASHE) Council on Ethnic Participation. Turner is the first scholar to receive these three lifetime achievement awards in one academic year.

Turner currently serves as the state site coordinator for the Arizona Education Policy Fellowship Program, as president of the College of Education Faculty Council, and as past president of the Arizona State University

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Catalyst



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Web site: education.ucdavis.edu

For an extended version of *Catalyst*, go to: education.ucdavis.edu/news-events/catalyst-magazine

Caroline S. Turner from page 4

Chicano/Latino Faculty and Staff Association. Her research and teaching interests include access, equity and leadership in higher education, faculty gender and racial/ethnic diversity, organizational change, and the use of qualitative methods for policy research. Her publications include *Diversifying the Faculty: A Guidebook for Search Committees*, which has sold over 15,000 copies nationally and internationally; a co-authored book entitled *Faculty of Color in Academe: Bittersweet Success*; and a co-edited book, *Understanding Minority-Serving Institutions*.

Especially well known for her work on women of color in postsecondary settings, Turner said her experiences as a UC Davis undergraduate in the 1960s were the early catalyst for her current research.

“I came to realize that I was largely unaware of scholars who shared a similar racial/ethnic/gender background to mine, a Latina/Filipina,” she said. “The Farm Labor Movement, not led by scholars but by Mexican and Filipino laborers, had an impact on me as I began to awaken to the social and economic injustices that my family and others endured. I began to see that such injustices must be fought. This realization caused me to stay in college and help others like me to succeed on campus as well.”

Turner’s work with students inspires her to continue her research on issues of equity and diversity in higher education. “Helping students realize their talents and helping them to achieve their dreams is very important to me. They certainly have helped me to achieve my dreams,” she said.

In Memoriam: Viola Hildebrand

Viola Hildebrand (MA '62 Art, Credential '64) died recently at the age of 89. After receiving her master’s degree, Hildebrand taught art at Sacramento and Davis high schools. In addition to Hildebrand’s husband of more than 65 years, survivors include three children, five grandchildren and two great-grandchildren. 📖



Teacher Ed Leaders Visit Alumni Council

The Alumni Council recently enjoyed a special presentation about the School’s Teacher Education program. Chris Faltis, director of Teacher Education, (pictured here with council member Marlene Bell) and Barbara Goldman, associate director of the program, shared their vision and ideas for the program and sought council members’ feedback and support. 📖

HONORING EDUCATORS

School Hosts Third Annual Alumni Awards Ceremony

On May 6, the School of Education held its third annual reception to honor educators in recognition of National Teacher Appreciation Week. Dean Harold Levine also presented the School's Distinguished Alumni and Rising Star alumni awards.

The School held its first reception to honor educators in 2008. Last year, we awarded our first Distinguished Alumni Awards. This year, our selection committee received several nominations for alumni who are making a difference for students and schools within the first 10 years of their careers in education.

"The selection committee was so impressed by the impact these people have made in just a few years in the profession, they decided to create the Rising Star Award," said Dean Levine. "It is nice to be building on our annual tradition."

The School of Education believes our alumni represent how UC Davis is doing what matters. They are working to effect positive change in schools, colleges, and universities; they are serving as advocates for all learners; they are focusing on achieving the best outcomes for students and on making a difference in their lives; and our alumni are providing leadership in addressing the greatest challenges facing educators, students, and communities.

All three recipients of this year's Distinguished Alumni and Rising Star Awards—Lisa Dunbar, Wesley Sever, and Nancy Gutierrez—and all of the finalists, exemplify that nothing matters more to our alumni than doing what matters.



Adam Gelb, Rising Star Finalist

2010 Distinguished Education Alumna Lisa Dunbar (BA '80, Credential '81)

"(Lisa Dunbar) feels strongly that all children in this community deserve a quality education that honors their language and culture while incorporating English learning, vocabulary building and writing." – Nominator

Now in her 28th year with the El Monte City School District in Southern California, Lisa Dunbar is the Director of Child Development Programs. She began her career as a bilingual and migrant education teacher and then served as the district's supervisor of state and federal projects.



Lisa Dunbar

In 2005, Dunbar helped launch the district's Head Start Special Education Blended Inclusion program, a top-notch collaboration that blends regular and special education students and staff at select sites. The Los Angeles County Office of Education has recognized the partnership as a model of inclusion. For the second year in a row, Dunbar and her colleagues will present a full inclusion workshop at the annual National Head Start Conference, encouraging other directors to implement their own collaborative inclusion programs.

Over the last several years, Dunbar has also implemented both homeless family and foster care recruitment programs. She is currently partnering with school site principals and a local mental health agency to bring in Early Head Start to her district, allowing for more seamless program transitions from birth through eighth grade.

2010 Distinguished Alumnus Wesley R. Sever (EdD '09)

"I have never worked for a person who has more integrity, perspective, or 'innovativeness.' Dr. Sever believes that as we approach each other as learners, conversations change, collaboration increases, and education prospers. His leadership is never stagnant." – Nominator

A recent graduate of the joint doctoral program in educational leadership, Wesley Sever has made an exceptional impact for the past six years as principal of John Wash Elementary School in Fresno County. With a growing English learner population to address, Sever established a system of shared accountability and collaborative instructional practices. Since implementing Sever's programs, the school's achievement gap between subgroups has shrunk from as high as 24 percent to as low as 8 percent in both reading and math. John Wash became a California Distinguished School in 2008 and a National Blue Ribbon School of Excellence in 2009.

Sever was one of eight principals chosen nationally by the U.S. Department of Education to receive the 2009 Terrel H. Bell Award for Outstanding School Leadership. His involvement with the whole school community ensures students at all levels will be challenged with high expectations to reach their fullest potential.



Wesley R. Sever

2010 Rising Star Nancy B. Gutierrez (Credential '02)

"Nancy Gutierrez is not one of those educators with good intentions who will not impact the community. She is the product of an environment that has underestimated her, and she is back in the neighborhood kicking down doors and asking questions. She intends to become a national voice for middle school reform." – Nominator

Only eight years after earning her teaching credential, Nancy Gutierrez shines as a leader among her peers and as a tireless advocate for her students. After two years of teaching at the elementary grades, Gutierrez began teaching middle school, always determined to see



Nancy B. Gutierrez

her classroom as a sanctuary for learning. In 2004, Gutierrez co-founded and led Renaissance Academy of Arts, Science and Social Justice to become the highest performing middle school in the San Jose Alum Rock School District. It was designated a California Distinguished School after only two years. Since 2006, Gutierrez has served as principal of Clyde L. Fischer Middle School, once the lowest performing middle school in the Alum Rock district, and she was named the Santa Clara County Middle School Principal of the Year in 2009-2010. She will enter Harvard University's Educational Leadership doctoral program in the fall. 📖

Finalists for the 2010 Distinguished Education Alumni Award

Patricia A. Rucker (BA '81, Credential '82)
Sharon Y. Tettegah (BA '88, Credential '89, MA '91)
Nancy Veatch (BA '89, Credential '90, MA '91)

Finalists for the 2010 Rising Star Alumni Award

Adam J. Gelb (BA '03, Credential '05, MA '06)
Rajeev K. Virmani (BA '99, Credential '05, MA '06)

2010 Education Alumni Awards Selection Committee

Susan Davis (BS '72, Credential '73)
Fadia Desmond (PhD '04)
Roy Engoron (BA '62, MA '65, Credential '66)
Michele Fortes (MA '99, PhD '01)
Sandi Redenbach (BA '72, Credential '73)
Sharon Rose (BS '60, Credential '61)

Nothing Matters More to SANDI REDENBACH and KEN GELATT than Leading by Example

Sandi Redenbach and Ken Gelatt know the power of teachers to shape young lives. As teachers they led by example for more than 40 years, guiding students to imagine a better future and providing the tools they need to reach their goals.

Leading by example is one reason Sandi and Ken wanted to be the first alumni to include the School of Education in their estate plans. A belief in the power of education to change lives and a commitment to leave a legacy for the future compelled these veteran educators to pay it forward.

“Education has been the path to my value system,” said Redenbach. “It proves to me that with education anyone can overcome obstacles and work toward a life of fulfillment and contribution. Through education, I discovered who I am and how I can effectively contribute to others.”

“I think we all have a responsibility to give back,” said Gelatt. “I want to use this gift as a way to let people know that it’s not hard to do. You don’t need to be a millionaire. All of us can do more than we think, especially educators.”

Thanks to their generosity, future teachers will be able to pursue their passion, leading the next generation on the path to a lifetime of success.



Ken Gelatt (BS '67, Credential '68) and Sandi Redenbach (BA '72, Credential '73), pictured with Liz Altschule (Credential '05, MA '06), Antoinette Corbin (Credential '10), and students from West Sacramento Early College Prep.

For more information on planned giving options, contact Jon Parro, assistant dean for external relations and development, at jparro@ucdavis.edu or (530) 754-7024. 📧

Thank You to everyone who contributes to making a difference by giving to the School of Education.

“We are extraordinarily grateful for the hundreds of alumni, faculty, staff, students and friends who have given to the School of Education’s annual fund,” said Doreen Barcellona Strnad, assistant director of development and alumni relations. “You are making a real impact today—through student scholarships and outreach to local schools—while building a foundation for making a significant difference tomorrow.”

Gifts to the **Education Faculty Fund** honor education faculty and benefit future educators. To make an online gift to this and other School of Education funds, go to education.ucdavis.edu/giving. 📧

STUDENTS CHALLENGE CANDIDATES for State Superintendent for Public Instruction at Campus Forum

By Donna Justice

Candidates for the California State Superintendent for Public Instruction answered questions from local elementary and high school students and addressed the public at UC Davis on March 15.

Moderated by Capital Public Radio's Jeffrey Callison and hosted by the UC Davis School of Education and Yolo County School Boards Association, the public forum was held in Freeborn Hall from 7 to 9 p.m.

Comments and questions from five students who attend public schools in Davis, Woodland, West Sacramento and Esparto were the highlight of the event. A UC Davis student studying to be a public school teacher also participated.

"The job of California's superintendent is to serve students," said Harold Levine, dean of the UC Davis School of Education.

"We wanted to be sure that real students' concerns and hopes were front and center in this discussion."

– Harold Levine

and comments from the event organizers and students. Some of the issues students raised include the need to support and encourage diversity, provide challenging courses to all students, retain new teachers, and ensure access to healthy food in schools.

Major sponsors were School Services of California, Inc. and WestEd. Other sponsors included the California Association of School Business Officials; California School Employees Association, Local 572; Davis and Woodland Leagues of Women Voters; Davis Teachers

Association; School Innovations & Advocacy; Parent Organizations of the Davis Joint Unified School District; and the UC Davis School of Education Alumni Council.



Candidates for Superintendent for Public Instruction greet the student panelists.

Sixth Grader Points to Nutrition and Exercise as Critical to Success

Estefania Sanchez, a sixth grade student at Maxwell Elementary School in Woodland, CA, drew loud applause after delivering her statement about the importance of providing students with healthy food and exercise at school.

Citing studies and statistics about the link between good health and success in school, Sanchez ended her statement to the candidates with a challenging question: "What will you do for the 6.3 million students who are counting on you?"

Larry Aceves, the first to respond, said, "Wow, great question, and the wind-up was as great as I've heard."

All of the candidates agreed that proper nutrition and exercise are important to success in school and offered a variety of ideas for ensuring students get them.

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Annual WORDS TAKE WING LECTURE Brings the Art of Literature to Life



By Donna Justice

The Words Take Wing series' sixth author, Belle Yang, gave three lectures at the Robert and Margrit Mondavi Center for the Performing Arts in March.

Beginning in 2005, the School of Education's children's literature lecture series has presented six highly regarded authors. Each author represents a different worldview—from Chinese-American history and myth, to African-American porch stories, to novels about Chicano identity and emigration, to retellings of well-known fairy tales from around the world.

"We believe strongly in the art of literature to transform children's lives," said Joanne Galli-Banducci, teacher educator and chair of the Words Take Wing committee. "We were particularly excited about having an author this year who was also a visual artist."

Yang's writing celebrates the immigration journey of her family from China to Japan and the United States. Her work is beautifully illustrated with her paintings,



In addition to giving three lectures in the Mondavi Center, 2010 Words Take Wing author Belle Yang visited children at Sutter Memorial Hospital and at the UC Davis Children's Hospital. Here she shows children the original artwork for one of her children's books.

which have been compared to Gauguin's. Her book *Always Come Home to Me* is the 2008 winner of the Best Children's Book award by the Chinese American Librarians Association.

In her morning lectures, Yang invited students (grades 3-8) to create and draw a creature made up of two different kinds of animals. She also shared her personal story as a Chinese-American and her first years in America. "The children were captivated by her story and by the art exercise," said Galli-Banducci.

Yang, the subject of the PBS documentary, "My Name is Belle," is often asked whether she is primarily a writer or a painter. "When I'm writing, I'm a writer; when I'm painting, I'm a painter," she said.

Born in Taiwan, Yang spent part of her childhood in Japan. At age seven, she immigrated to the United States with her family. She attended Stirling University in Scotland, graduated from the University of California, Santa Cruz, in biology, and went on to study art at Pasadena Art Center College of Design and the Beijing Institute of Traditional Chinese Painting. She worked and traveled in China for three years and returned to the United States late in 1989 after the Tiananmen Square Massacre.

"I returned with gratitude in my heart for the freedom of expression given me in America," she said.

Words Take Wing is supported by an endowment from Children's Center at Sutter Medical Center, Sacramento.

GIVING opportunities

Words Take Wing Fund – The School's annual lecture series honoring diversity in children's literature is made possible with your generous support.

For more information, go to education.ucdavis.edu/giving.

HOW DO I WRITE A POEM?

KLC Adler Illustrator/Writer-in-Residence Shares Tips

As the School's KLC Adler Illustrator/Writer-in-Residence this year, nationally recognized poet Marilyn Nelson inspired teaching credential students to bring poetry to their classrooms.

Conducting poetry workshops both in person and via Skype conference calls during the school year, Nelson shared resources and tips for teaching poetry to all age groups. Emphasizing that young students needn't be intimidated by the idea of poetry, Nelson encouraged student teachers to try a number of practical "let's get started" techniques, including:

- Write random words on index cards, and have students pick three to five to start writing.
- List 14 blank lines with only end words that rhyme, then ask students to fill in the blanks. ("Poems don't have to rhyme," quipped Nelson, "although it is satisfying.")
- Ask students to read a poem they like, pull out five words they care about from that poem, then create their own poem using those words.

"We can discover things we never knew by manipulating language," said Nelson. "It takes us somewhere new."

Nelson worked with student teachers to construct a poetry activity or lesson surrounding a character or event. They replicated the process in their own classrooms and shared their students' poetry with their cohort and Nelson during a May Skype session.

"This was an invaluable experience for our pre-service teachers," said Pauline Holmes, supervisor of the English credential program. "Their students—from elementary level to twelfth

grade—really responded to the assignments. Marilyn found their work incredibly powerful and even recommended that one high school student submit his poem to the Museum of Tolerance for publication."

The Illustrator/Writer-in-Residence program was established through a generous gift to strengthen teachers' instructional options, student learning, and the ability to foster the development and exercise of the creative arts in classrooms. 📖

"We can discover things we never knew by manipulating language. It takes us somewhere new."

– Marilyn Nelson

Marilyn Nelson



STUDENTS, FACULTY AND RESEARCHERS Represent School's Research at Annual Conference

More than 40 of the School's faculty, students and researchers presented at the annual conference of the American Educational Research Association (AERA) in Colorado, from April 30 to May 4.

Almost half of the presenters were students. Topics ranged from academic literacy to issues facing Latina learners and educators to professional development for science teachers.

"The quantity and quality of the work our students authored and presented at AERA is astounding," said Professor Steve Athanases, chair of the Graduate Group in Education, which also makes grants to students to present their research at conferences. "This is a very high number for us."

At a special review of student presentations on May 10, Athanases and other faculty congratulated



Manuelito Biag and other students who presented at AERA shared lessons learned from the conference at a reception on May 10.

students for such a strong showing and urged them to take advantage of the connections they made with other student and faculty scholars at the conference.

For more on the research presented at the conference, visit our website at education.ucdavis.edu/post/annual-education-research-conference 📖

Students Challenge Candidates from page 9

During a recent visit to Maxwell Elementary, Sanchez and her teacher, David Zendejas (Credential '04) talked about participating in the Candidates Forum and how her work in the classroom prepared her to take part.

"I think I did a pretty good job," said Sanchez. "I was nervous at first, but then I felt really good that I got to do something that other people don't get a chance to do. I want to do it again."

Zendejas was proud of his student, but not surprised by her ability

David Zendejas (Credential '04) and student Estefania Sanchez



to so articulately convey her concerns to a group of adults. "Estefania, like the other students in my class, is used to sharing her ideas and being respected for them. It's my job to create a comfortable environment where students can express themselves without being criticized. They feel safe to disagree with me." 📖

Enlisting Volunteers Can Boost Confidence in Scientific Research

By Jim Sweeney, UC Davis News Service

In an era of public skepticism about science and high-stakes decisions based on it, involving more non-scientists in research projects can boost public acceptance, understanding and the quality of the scientific results suggests a study co-authored by Heidi Ballard, assistant professor of education.

Ballard presented the research on May 3 at the 91st annual meeting of the American Educational Research Association in Denver.

For years, the National Science Foundation has encouraged the inclusion of volunteers from the public

in the collection of data for scientific research. Through its funding, the NSF has institutionalized such so-called “citizen science.”

But Ballard and a team of researchers from other universities urge going even further, to encourage an approach in which professional scientists and volunteers design and work together on research projects.

“Issues such as

climate change and land-use decisions require us to look at the pieces and put them together in novel ways,” said Ballard. “So we ask, ‘What do local people already know or can contribute to science? And what can scientists contribute to educating these people?’”

Ballard and her colleagues developed a model for looking at three different levels of volunteer involvement. Their study, “Public Participation in Scientific Research as a Tool for Ecological and Environmental Education,” looks at how the NSF and scientists might assess learning outcomes across all three models, which



Heidi Ballard

reflect varying levels of engagement among non-scientist volunteers.

“I’m really interested in figuring out how learning from each other can be facilitated by working together in a wide variety of ways on scientific research and monitoring, particularly in the environmental sciences,” Ballard said. “How does this contribute to a better understanding of environmental and social-ecological systems, and how to manage them and behave in sustainable ways as individuals and a society?”

Ballard and her colleagues surmise that the more empowered non-scientists are in the creation of a research project, the more likely they will view science as a tool to discover and solve problems.

Others who participated in the project include lead researcher Rick Bonney, Tina Phillips and Jennifer Shirk, all of the Cornell Lab of Ornithology, Rebecca Jordan of Rutgers University, Ellen McCallie of the Carnegie Museum of Natural History and Candie Wilderman of Dickinson College. [3](#)

“So we ask, ‘What do local people already know or can contribute to science? And what can scientists contribute to educating these people?’”

Successful Teachers of At-Risk Youth Emphasize Caring as Much as Curriculum

By Jim Sweeney, UC Davis News Service

Educators who successfully reach at-risk youth often use different methods, but there are lessons to be learned from similarities in their approaches, according to Vajra Watson, director of research and policy for equity in the School's CRESS Center.

Watson presented her research, "Risking Change: Portraits of Four Community-Based Educators Successfully Reaching and Teaching 'High-Risk' Youth," on May 3 at the 91st annual meeting of the American Educational Research Association in Denver.

A three-year study of four community-based educators found that all emphasized "connection before content" and demonstrated that "caring is as important as curriculum," reported Watson.

"Teaching for social justice can help the rebel without a cause to become a rebel with a cause.."

– Vajra Watson

Watson, who conducted the study, identified qualities that fostered success for each of the four educators and explored to what extent these qualities could be employed by other teachers.

Among effective qualities the four shared, Watson cited a sense that they are "called" to work with high-risk youth, the creation of "genuine relationships"

with students in a family-like atmosphere and an emphasis on the importance of listening non-judgmentally to youth.

"The key to all of the work is that adults must change the way we interact with young people," Watson said. "Young people in the toughest neighborhoods are sometimes living amidst gunshots and, while school is hopefully a safe haven, teachers are often ill-equipped to act as a bridge between the streets and school."

All four educators also focused on reciprocal and peer-to-peer teaching that allowed students to participate

in and influence daily lessons. By allowing students to lead conversations and be as much a teacher as a student, the educators helped the students define positive, concrete goals, Watson said.

"One of the most important qualities was to 'be real,'" she said. "Teachers must dare to be vulnerable and to accept the possibility of mutual learning."

Finally, all of the educators maintained high expectations for their students and taught them to break down, analyze and understand those things in their lives that keep them from succeeding.

"A young person who has witnessed violence and oppression might be a rebel," Watson said. "Teaching for social justice can help the rebel without a cause to become a rebel with a cause. We just have to find a way to help students recognize their own ability to effect change." 📖



Vajra Watson

Education CAREER WORKSHOP: Students Help Recruit

In conjunction with the UC Davis Student Recruitment & Retention Center, the School of Education's Student Services unit offered a special Education Career Workshop in February as part of its recruitment efforts on campus.

Current PhD student George Sellu (Credential '04, MA '05) helped organize this interactive event that attracted nearly 40 undergraduate students considering a career in education. The School's admissions representatives provided valuable tips, Professor and Director of Undergraduate Programs Cynthia Carter Ching explained how an education minor brings context to several professions, and a panel of three Credential/MA students shared their own experiences.

"Everyone in my cohort is very supportive of each other," said Pamela Del Pinal, who also appreciated the well-rounded aspects of the program.

Lindsay McCollum encouraged the workshop attendees to learn more about what teachers do by visiting and volunteering in different classrooms. "Identify why you want to be a teacher," she advised.

"I'm having a ball," declared Antoinette Corbin, who is teaching science after her initial career as a chemist. "If you love making a difference, this is the career for you. You will impact a lot of kids."

Sellu could not agree more. "I love teaching and will always be a teacher," he said enthusiastically. "That zest and love of teaching was born right here in the School of Education." 📖

MA STUDENTS Present Research at Teacher Education Conference

Five students in the 2010 MA Year Two Agriculture/Science cohort presented their final research projects during a poster session at the California Council on Teacher Education (CCTE) annual conference in San Jose.

Jan Michelle Bautista, Michael Howell, Briana Perry, Rebekah Rottenberg, and Crystal Thissen had the opportunity to interact with conference attendees and presented their research "like professionals," said instructor Comfort Ateh (Credential '00, PhD '10), who invited her students to send their presentation proposals to CCTE.

"I knew their capabilities," Ateh said. "It was a moment to behold for me as an instructor, to experience the success of my students. I hope they build on this wonderful experience as they continue to pursue their educational goals." 📖



Students Crystal Thissen, Jan Michelle Bautista, Michael Howell, Briana Perry and Rebekah Rottenberg with Jim Cantor, president of CCTE (third from the left), and their instructor Comfort Ateh (far right).

Student news & notes continued on page 35

Meet our **FACULTY**

Heidi Ballard



Leading AT THE INTERSECTION of Science, Education and Social Justice

By Donna Justice

Coming from a long line of teachers, Heidi Ballard was sure of one thing when she entered college: she was not going to become a teacher. Five years later, she found herself teaching high school biology.

“My mother always warned me not to become a teacher; you work too hard and the pay is too low,” said Ballard. But after earning a BA in biology and an MA in science education, Ballard earned a teaching credential at Stanford University.

“During college, I went with a friend to the Earth Island Institute and saw all these posters on the damage tuna fishing does to dolphins, and I became absolutely passionate about conservation issues,” said Ballard. “I went back to school looking for every environmental class I could take.”

The more she studied, the more she realized how much environmental issues reach beyond science to include issues of culture, society and economics.

“I went home thinking I was really going to shock my mother with the news that I was going to pursue environmental sciences in some way,” said Ballard.

“My mom just laughed and reminded me that I read *Ranger Rick* and *World* magazine every night as a kid. She wasn’t surprised at all,” said Ballard.

In her senior year of college, Ballard studied at Oxford while working on her MA in science education. “I still wasn’t sure I wanted to be a teacher.” But a talent in curriculum development led a mentor, Mary Budd Rowe, to suggest she earn a credential. Ballard eventually wound up teaching at a high school in Palo Alto for nearly five years.

“It was fantastic,” said Ballard. But after traveling to Costa Rica for a summer-intensive course in conservation biology and working on another MA in botany, Ballard caught the research bug and decided to pursue a PhD.

“It was hard to leave my high school students, but friends convinced me that I could still have an impact on young people as a college teacher,” said Ballard.

At UC Berkeley, where Ballard earned a PhD in Environmental Science, Policy and Management in the College of Natural Resources, she really found her calling.

“I got really interested in the management aspects of my field,” said Ballard. “That is where the intersection of environmental science and people come together. For instance, any time you decide to leave a piece of land undeveloped, you are managing that land. It’s all about choices. There are a huge set of environmental issues that can be looked at in this way.”

At Berkeley, Ballard began to construct her focus on participatory research. Through a series of projects—including working with scientists and local citizens on a collaborative monitoring program to track oak regeneration in Walnut Creek, California, and working with forestry workers in Washington to research the sustainability of harvesting salal, a common plant used in floral arrangements—Ballard combined her knowledge about environmental science and her passion for conservation into a potent approach to social justice in environmental research and management.

“I have a lot of interest in environmental justice and in making science something that non-scientists understand, trust, and can use themselves” said Ballard. “My approach to address the problems that scientists are facing and the problems that society is facing, with the public skeptical about science and decisions based on science, is to look at the pieces and put them together in novel ways. I want to know how this contributes to our better understanding environmental systems and social-environmental systems and how to manage them so that we can behave in a sustainable way as individuals and as a society.”

Ballard, now an assistant professor of environmental science education, brings this interdisciplinary approach to her work as an education researcher and faculty member in the School of Education. Always the trailblazer, Ballard points out how unusual her position is with only a few others like her in higher education.



Heidi Ballard

“The School had a lot of foresight about linking education with environmental science in a single position,” said Ballard. “I got very lucky.”

In addition to teaching pre-service science teachers, MA and PhD students in education and undergraduates, Ballard is a member of the Environmental Justice Project at UC Davis, an interdisciplinary group of faculty from the humanities, sciences and social sciences committed to applied research on current environmental justice issues in Northern California and the Central Valley.

Recently she has been working with pollinator biologists and conservationists on projects that train volunteers and landowners to identify and monitor native and European honey bees and their habitat, and with the Center for Land-Based Learning on developing science classroom writing prompts and evaluating the impacts of their restoration activities on student learning.

To learn more about Ballard’s work in participatory research, see “Enlisting Volunteers Can Boost Confidence in Scientific Research” on p. 13 and at education.ucdavis.edu/research/stem. 📖

“The School had a lot of foresight about linking education with environmental science in a single position.”

– Heidi Ballard

FACULTY UPDATES and PUBLICATIONS

Jamal Abedi was invited by the U.S. Department of Education as one of 37 national experts to provide advice on the Race to the Top assessment of English learners and was among a group of six to provide expertise to the Department of Education on a broad range of assessment issues this winter. Abedi, along with Robert Bayley (professor of linguistics), also presented “Providing Computerized Language-based Accommodations in the Assessment of English Language Learners” at a conference of the Second Language Acquisition Institute at UC Davis in May.

Alan Bellman and **Rick Pomeroy** will present “Getting Three Hours of Instruction for Two Hours of Class: Integrating Math and Science in Middle School Science Classes” at the California Science Education Conference held in Sacramento on October 22-24. The conference is hosted by the California Science Teachers Association, and Pomeroy is the conference chair. For more information on the conference, visit the web at cascience.org/csta/conf_home.asp.




Rick Pomeroy

Michele Fortes presented two workshops at the annual conference of the California Association for Bilingual Education in April:

- “Don’t Forget Poetry: Teaching Writing and Much More, Through Poetry”
- “Autobiography, Biography, Family Histories: Developing Writing Skills Through Authentic Writing”

Calculators Do the Talking, Students Do the Solving



Eighth and ninth grade students at West Sacramento Early College Prep are learning algebra by collaborating with peers to simplify expressions, graph lines and solve equations—and they interact using their calculators. **Tobin White**, assistant professor of mathematics education and the learning sciences, is investigating whether this approach can provide students with a deeper understanding of algebra. White’s research is supported by an early career award from the National Science Foundation. West Sacramento Early College Prep is a charter school managed jointly by the Washington Unified School District, Sacramento City College and the School of Education. 

Rick Pomeroy presented “Talking Turkey: Issues of Second Language Communication” at the Western Poultry Disease Conference in April. According to Pomeroy, who is the School’s supervisor for science education, “Miscommunication is one of the major challenges facing veterinarians and others who work with poultry farmers who are not native English speakers. As a teacher educator, I work with my students on strategies for overcoming similar issues with non-native speaking students and parents. One of my former students recommended me for the presentation.”

Thomas Timar, professor of education and faculty director of the Center for Applied Policy in Education (CAP-Ed), designed a program in conjunction with Cuban instructors to demonstrate a hands-on comparison of Cuban and American education systems. Literature, language, arts and culture, and Cuban classroom visits were incorporated into the students’ experience at Casa de las Américas of Havana as part of UC Davis Quarter Abroad.

“We had Cuban students recite poetry for us, had a guitar concert, and had lots of dancing, which they get in their physical education classes,” Timar reported mid-quarter. “They have done a nice job here organizing the program for the (UC Davis) students. By the time they go back, they should have a pretty good idea of the education system and Cuban arts and culture and history.”

Michal Kurlaender and **Gloria Rodriguez** have been promoted to associate professor, effective July 1, 2010.

To get the latest news on faculty research and to view complete lists of their publications, you may access faculty profiles at education.ucdavis.edu/who-we-are/faculty.




Gloria Rodriguez



Thomas Timar (front left) in Havana, Cuba, with UC Davis Quarter Abroad students (center) and Cuban middle school students (center and right) during Spring Quarter 2010.

According to Timar, UC Davis is one of very few universities in the United States licensed to have an educational program in Cuba.

For more photos and in-depth observations from Timar about his experience in Cuba, visit education.ucdavis.edu. 

CELEBRATING *Arts in* Education

By Donna Justice

The School of Education offers several programs in arts education. Some are focused on students in classrooms, some on teachers, and some in afterschool settings. Engagement in the arts can inspire a child to be creative, to extend himself beyond his own experiences, and to find new ways to learn and communicate. Arts education is one important way to bring the arts alive for a child, and many believe it can be one significant tool in closing the achievement gap. In this issue of the *Catalyst*, we feature the School's arts education programs and outreach.

Why Arts Education?

"Art captures the essence of human beings and enables us to represent the struggles and hardships of our daily existence in ways that

texts alone can't," said Chris Faltis, director of teacher education and the Dolly and David Fiddyment Chair in Teacher education.

Making art—whether it's sculpture, painting, dance or poetry writing—empowers children to develop their "curiosity, creativity

and ability to question the status quo," according to Faltis, who is also a painter.

Anna Kato, a teacher educator, says that arts education is critical in the classroom because it allows for self-expression. "Classrooms are

sometimes the only place where children can make art, and making art allows the imagination to come into play," says Kato.

Kato points to a quote from Eliot Eisner, a pre-eminent scholar in arts education: "Imagination is the source of new possibilities." According to Kato, through the study and creation of art, children can experience other cultures and peoples and understand their own experience more fully.

"Accepting new possibilities requires empathy. Empathy requires a deep understanding of one's own feelings and the ability to understand others. Creating art in the classroom is a safe and pleasurable way for children to develop those essential human skills," said Kato.

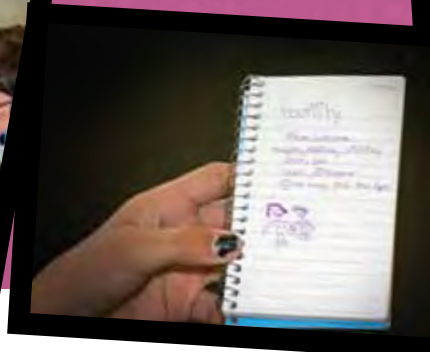
In the teacher education program, multiple subject credential students are required to take an arts methods course. According to Kato, the School's credential program may be one of only a few in the state with this requirement.

One of the exercises Kato takes her students through is a collaboration with the arts methods course (taught by Barbara Hoffmann, lecturer). She asks her students to come up with a metaphor to describe "teaching" or "teacher." They develop their metaphor in an essay and in a visual art piece. "I find that if a student can visualize their metaphor, literally see it, they can begin

"Making art—whether it's sculpture, painting, dance or poetry writing—empowers children to develop their curiosity, creativity and ability to question the status quo."

– Chris Faltis





to understand more deeply their philosophy of teaching. Art can be a reflection of our deeply held beliefs,” said Kato.

Ultimately, both Faltis and Kato feel that school without art is a place without joy or delight. “When students are engaged in making art, there is a vitality in the classroom that cannot be matched by any other experience,” said Kato.

“School without arts is very reductionist,” said Faltis. “Schools should be places that cultivate creative thinkers who can look at problems in multiple ways and offer solutions. If the focus is entirely on teaching to the standards, then we are just producing robots who are rewarded only for being test-wise, rather than world-wise.”

BUILDING BRIDGES Between the University and Schools Through the Arts

By Donna Justice

What do a world-class musician and a UC Davis theater student have in common? A passion for making the arts come alive for children.

Pianist Lara Downes, director of ArtsBridge at UC Davis and the statewide ArtsBridge program, links UC Davis arts students with teachers in classrooms to offer K-12 instruction in art, dance, drama, music and the digital arts.

Mentored by professional artists, ArtsBridge scholars work collaboratively with their host classroom teachers to provide weekly hands-on instruction for up to 10 weeks, teaching basic arts techniques in a context that supports and enhances the core curriculum. ArtsBridge concentrates on low-performing public schools and works to promote academic preparedness and access to higher education for all children.

“What I have seen over and over when I have accompanied ArtsBridge scholars into the classroom is that the usual pecking order so often gets reversed,” said

Downes. “The students who usually hang back, who don’t seem very engaged, respond so strongly to the art instruction and the college student who leads them in their exploration of the art. And it happens so fast, usually within a couple of sessions. A switch is turned on. Many of the teachers also see that maybe this different strategy can be the way to get a challenging student to engage.”

Training college students to serve as mentors has benefits beyond introduction to a particular art form, according to Downes. “One really immediate and obvious role for the ArtsBridge scholars is that of promoter of the university. They represent the college-going culture, opening kids up to ideas and experiences they often have no knowledge about.”

In this way, the program is creating a direct bridge from schools to the university. “This program is doing a lot to make the university’s presence a vital part of the

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CELEBRATING *Arts in Education*

Building Bridges Through the Arts from page 21

community,” said Downes. “Teachers sometimes view the university as separate or foreign, not as a community resource. ArtsBridge changes that perception.”

The benefit to the scholars is also tangible. Beyond providing them with an opportunity to share their passion and knowledge about their art form, ArtsBridge scholars begin to imagine teaching as a potential career option and to deepen their study.

“There is nothing more challenging than having to explain your creative process to seven-year-olds,” said Downes.

ArtsBridge Projects Combine Writing with Performance

This spring two ArtsBridge projects combined literacy with performance. One was at Dixon High School, where students worked with a theater major on an original one-act play. The other occurred at Dingle Elementary in Woodland, where an undergraduate writing student worked with students in grades 4-6 to write original poetry which was then turned into a performance piece in a subsequent project led by a theater major.

We highlight these projects here.

Dixon Theater Production

Friday, January 15:

First meeting of English teacher Lisa Krebs’ students and Carolyn Duncan, UC Davis theater arts student and ArtsBridge scholar. This is Duncan’s first experience directing high school students on stage.

For many of the students, acting on a stage is an unfamiliar experience. Today, Carolyn introduces a couple of fun exercises to get students comfortable with themselves on stage and familiar with each other.

Friday, April 2: Final performance of “Finding Bliss” at Dixon High School. After just a few weeks of acting lessons, auditions and rehearsals, students of the Dixon High School Arts and Design Academy perform for an audience of students, teachers and community members.

“I am not an actor,” said Jesse Hawthorne, a senior who had one of the lead roles, “but it was amazing. I loved it. The best part was knowing how to improvise because one of the actors was not able to make it.”

The play, co-written by Krebs and Duncan, was based on writing that students did after reading the 2010 UC Davis community book *The Geography of Bliss* by Eric Weiner. Krebs asked her students to write essays about their understanding of happiness. She and Duncan then turned those ideas into a play. “The script was really very elastic,” said Krebs.

One of the key concepts Duncan taught the novice actors was focus. “Focus is empowering,” Duncan told the students. “We





Roxanne Garcia (left), a sixth grader who wants to be a “book writer, artist, fashion designer, and poetry writer,” wrote the following poem about turning 13:

*In March I grow up.
In March I will be a woman.
In March I will change just like
winter changes to spring.*

– Roxanne Garcia

are all taught to be self-aware, but a character doesn’t care. You have to learn to enter the inner life of the character.”

Duncan’s attention to teaching students to convey their character’s motives on stage by focusing on verbs and action, rather than nouns and descriptions, led to several exercises in improvisation, speaking lines with foreign accents, and other exercises that forced the students to trust their fellow actors and “be in the moment.”

English teacher Lisa Krebs (right) with her student actors.

“Carolyn put us in all kinds of awkward situations, for instance, where we had to stare at each other and then embrace each other, but they got us over the fear of being awkward,” said Hawthorne.

“We were a rag-tag group of actors, but the work we did in improvisation really helped to push us to the point where it was really great,” said Christian Rhodes, a junior.

“It was really exciting to see the students pull together as a company,” said Downes. “Participating in an arts project builds strong skills in communication, collaboration and problem solving. It was clear to me that some students were clearly finding a big voice.”

Dingle Poetry Club


Jessica Friedman, a teacher at Dingle Elementary in Woodland, CA, is a veteran of ArtsBridge (read more about Friedman on p. 27). After working several times over the years with ArtsBridge, Friedman knew how exciting it could be to have a scholar help lead her afterschool poetry club.

Every Wednesday in the winter and spring, ArtsBridge scholars taught students how to write and recite poetry. They worked on everything from describing something ugly as beautiful to fashioning haikus.

“ArtsBridge gets teachers to think differently. It’s inspiring.”

– Jessica Friedman

“Some of the students were good writers in the first session, but some were resistant to the idea of writing, and the ArtsBridge scholars also had to work hard to overcome some pretty significant language barriers,” said Downes. “But by the end of the engagement, all of the students were totally immersed and working at a consistent level. It was quite a transformation.”

Note: Copies of *The Geography of Bliss* were provided through a grant from the Dixon Community Education Foundation. Target Corporation helped to fund the ArtsBridge scholars for both of the projects. 

CELEBRATING *Arts in Education*

The ART OF TEACHING the ARTS: Sierra North Arts Project Offers an Array of Programs for Practicing Teachers

By Donna Justice

The best teachers are life-long learners, and even the most gifted artist in the classroom will benefit from quality professional development. Teachers of the arts are no exception.

“Preparing our students for success includes the cognitive and creative skills that are inherent in the arts. Inspiring and empowering teachers to strive for the highest level of teaching and learning in the arts is critical for providing every student’s preparation for success in the 21st century,” said Chris Monroe, director of the Sierra North Arts Project (SNAP).

Housed in the School of Education’s CRESS Center, SNAP serves teachers in 14 counties throughout Northern California, offering ongoing open programs as

well as customized professional development programs, yearly institutes, leadership development, support for assessing and developing arts education plans and programs, and other arts education related services.

Established in 1993, SNAP is one of six regional professional development centers of The California Arts Project (TCAP). SNAP’s mission is to improve teaching and learning in the arts through deepening teachers’ content knowledge and pedagogy. The ultimate goal is to build a network of teacher leaders to ensure access for all students to a sequential, comprehensive, and standards-based visual and performing arts education.

The State of California has established content standards in the visual and performing arts (VAPA) that call on schools to provide a standards-based sequential course of study in the arts. According to Monroe, schools and districts are eager to work with SNAP to provide a breadth and depth of professional development, with a focus on content as well as pedagogy and assessment.

“My staff has a better appreciation for the arts, the value of cooperation and teamwork, and an understanding of how to integrate the study of the arts in the regular academic areas of language arts, math, social studies, and sciences as new skills are introduced,” said Kirk Fujikawas, principal of Smythe Academy of the Arts and Sciences, who is working with SNAP in a year-long series of professional development for his teachers.

“We believe learning is enhanced through the arts. SNAP training has been an essential component, enabling teachers to feel confident in teaching the VAPA standards,” said Fujikawas.

Snapshot of SNAP Programs

Globe Education Academy for Teachers: A partnership among the School of Education, Shakespeare’s Globe Theatre in London, the Los Rios Community College



Professional development workshops in the arts are hands on. Here teachers create art they may later teach their students how to make.

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SPOKEN WORD POETRY Provides a Bridge between the Arts and the Standards

By Donna Justice

The School of Education hosted the second annual Sacramento Area Youth Speaks (SAYS) Summit and Slam poetry competition on May 7 at the Robert and Margrit Mondavi Center for the Performing Arts at UC Davis.

The daylong event, “Learning Literacy Leadership for 2010: School is My Hustle,” started at 9 a.m. with about 900 middle and high school students from throughout Sacramento participating in a morning summit and afternoon workshops on writing, social

justice, and youth empowerment.

“Kids like the mic. It’s a way to release; it can be therapeutic. It helps kids reflect and make sense of the things happening in their lives.”

– Jason Mateo, director of SAYS

“I believe in youth voice for social change,” Vajra Watson, founder of SAYS, told the students. “Today is about changing our lives. It’s a collective experience that is not always going to be fun or easy, but let’s aim for excellence.”

Bay area educator and community leader, Baba Gregory Hodge, led the audience in a libation ceremony to encourage the students to “remember and represent” those who came before them. “School is your hustle; life is your work,” said Hodge.

Keynote speaker Rudy Corpuz, founder of United Playaz, a youth violence prevention organization in San Francisco, told the crowd, “Your voice is the solution. You are the most creative, articulate generation that’s poppin’ now.”

In the morning, a number of poets and community leaders encouraged the students to take advantage of their day of writing and “spitting” (reciting poetry).

“I believe in youth voice for



SAYS Poet Mentors

Finally, Victor Manuel Perez, California assemblyman for the 8th District, addressed the audience. “To make a change in society, you have to make a change among yourselves. Literacy is critical to that change, but literacy is not only about reading and writing the word; it is also about reading the world. ”

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Top Six Sacramento Poets Competing in Brave New Voices

- **Amelyka Hendrix**, 14, Rosa Parks Middle School
- **Charday Ife Adams**, 18, Grant High School
- **Keiona Williamson**, 16, Sacramento High School
- **Muneza Rizvi**, 18, UC Davis
- **Nate Hall**, 18, Elk Grove High School
- **Shanice Durden**, 17, Sacramento High School

CELEBRATING *Arts in Education*

Spoken Word Poetry from page 25

At 6 p.m., the SAYS slam finals were held in Jackson Hall. Fifteen poets between the ages of 13 and 19 competed. The top six poets will represent Sacramento at Brave New Voices, the International Youth Poetry Slam held in Los Angeles in July. Throughout April, SAYS held semi-final competitions in various locations in Sacramento, encouraging the best youth poets, rappers and singers to compete for a slot in the finals on May 7.

Queen GodIs, a poet and performer from New York, opened the evening slam by reading an open letter to the student poets and performing a poem herself. "May your competition be with competition itself," she said. "Compete to beat the need to win because you are already winners."

The annual SAYS Summit is a culmination of year-round programming in regional schools. Young people from different communities, schools, and economic and ethnic backgrounds come together to learn and celebrate their accomplishments. Students also develop action plans for school improvement and community change.

Sacramento Area Youth Speaks is designed to

support the improvement of underperforming schools through student literacy development and teacher professional development. Organized through a youth-led steering committee, SAYS places poet-mentors in schools to lead writing workshops in and out of the classroom. Parents, teachers and school administrators participate on the steering committee, but youth lead the entire effort.

"Our goal is to create a literary community where everyone's narrative matters and contributes, not only to the classroom, but also to the critical conversations of our world," said Jason Mateo, director of the youth literacy program. 📖

GIVING opportunities

SAYS (Sacramento Area Youth Speaks) – Support the improvement of underperforming schools through student literacy development and teacher professional development.

For more information, go to education.ucdavis.edu/giving. 📖

Voices

"Rap is getting old; it's time for something new. The definition of hip hop: life."

– Trouble, SAYS poet mentor

"If you can talk, you can sing. If you can walk, you can dance." – Baba Gregory Hodge

"Listen to other voices, be yourself and take pride in your voice." – Zany Brooks, SAYS poet mentor

"This helped save my life." – Coon, SAYS poet mentor, who has been writing since he was seven years old and started performing his poetry (or "spitting") professionally at 15

"Kids like the mic. It's a way to release; it can be therapeutic. It helps kids reflect and make sense of the things happening in their lives." – Jason Mateo, director of SAYS

"It is with our dreams that we create our own realities." – Chinaka Hodge, poet and playwright who performed at the SAYS Summit



“Why do you have that look in your eye? Did my revolution catch you by surprise?” – Brown Suga, SAYS poet mentor



“This is poetry without the slow speaking... This is spitting.” – Haley Miles, 17-year-old SAYS Slam finalist from Center High School



“Coon (SAYS poet mentor) comes into my class every Monday morning. We have a tough population of students here at Elinor Hickey and Coon is able to reach them. His poetry lessons are a wonderful addition to my English curriculum, and while I can’t prove it, I think more students are coming on Mondays because of Coon. I thank you for this wonderful program. I’m learning a lot, too.” – Michelle DeManno, teacher at Hickey Junior/Senior High School



School Hosts First Annual Capital Region EQUITY SUMMIT

The School of Education's CRESS Center and its partners hosted the First Annual Capital Region Equity Summit on March 20. More than 300 people convened to initiate a regional equity consortium and create an agenda for our schools and communities. Together, they examined racialized expectations, achievement and equity in today's schools.

Pedro Noguera, professor in the Steinhardt School of Culture, Education, and Human Development at New York University and Executive Director of the Metropolitan Center for Urban Education, moderated a discussion among a diverse panel of education leaders and delivered the keynote address, "Building the Capacity of Schools to

"Social justice, equity and access are the keys to success for our students, and we all know how crucial these issues are to closing the achievement gap."

– Dean Harold Levine

- Closing the Achievement Gap: academic equity, best practices, and data-driven change
- Social Justice Living: multiculturalism, green equity, and community health equity
- Youth Empowerment: youth leadership and youth-led workshops
- Juvenile Justice: overcoming disproportionate minority contact within the juvenile justice system

"Social justice, equity and access are the keys to success for our students, and we all know how crucial these issues are to closing the achievement gap," said Dean Harold Levine. "I can't think of a better mix of people—teachers, education leaders and community

leaders—to address this challenge and share best practices. We all have a tremendous amount to learn from one another."

For more information on this event, visit the School's website at education.ucdavis.edu/projects-outreach/equity-summit. 📖

Summit partners include:

*California Department of Corrections and Rehabilitation
Sacramento City Unified School District
California Teachers Association
Sacramento County Office of Education
Sierra Health Foundation
Yocha Dehe Wintun Nation
Urban Collective
The Betty Irene Moore School of Nursing at UC Davis
Yolo County Office of Education*



Vajra Watson, director of research and policy for equity in the CRESS Center, leads a workshop at the Equity Summit.

MILLENNIALS Employ Social Media for Change

A movement is afoot.

By Heidi Sciutto

Kindra Montgomery pointed to a photo on her office wall of Martin Luther King, Jr. talking with a small group of men during the 1960s civil rights era. “That’s my grandfather with Dr. King,” she said proudly. “He was part of the social justice movement of that generation, participating in marches to make his voice heard.”

Montgomery sees a new social justice movement emerging through a millennial generation that is very technology-savvy. An online march, so to speak. “With the advent of media outlets beyond printed newspaper, youth voice can be heard globally like never before,” she said. “Youth are in their communities and bringing about positive social change in a far-reaching way we never could have imagined.”

As the director of technical assistance and community relations for the Center for Community School Partnerships in the CRESS Center, Montgomery works closely with REACH, a Sierra Health Foundation grant program that focuses on connecting communities and youth for a healthy future. In 2008-09, the REACH Youth Media Project engaged four diverse youth teams throughout the Capital Region in capturing their voices and those of other youth about topics of personal interest and relevance in documentaries that they led, produced and directed. The documentaries—with titles such as “Open Your Eyes: Teen Pregnancy” and “Education Depletion”—were showcased “red carpet premiere style” in May 2009 at the Guild Theater in Sacramento’s Oak Park community to a diverse audience of REACH coalition members, parents and media.

The buzz from that project led to an invitation to the South Sacramento Media Forum in November 2009. Montgomery and bel Reyes, community schools program coordinator, spoke about the need for youth perspective to be seen and heard in the media’s portrayal of that community. Their advocacy, recognized and supported by forum participants, led to another invitation: to host the Youth Media Forum for Social Change on May 22, 2010.



“Open Your Eyes: Teen Pregnancy” is a youth-directed documentary created by the Woodland Coalition for Youth to address the teen pregnancy rate increase in Yolo County, particularly in the Latino community. View this and other REACH Youth Media documentaries at reachyouthprogram.org/youth_media.

“We need to meet youth where they’re at, and this means embracing their culture,” Reyes said. “The Youth Media Forum organically took last year’s media project a step further,” added Montgomery. “We showcased how youth are bringing about social change with fascinating new technologies that they’re already using: Facebook, personal blogs, online newsletters, and so on.”

“We believe in empowering the youth voices of today,” said Montgomery. “This isn’t Generation X. This is Generation Promise.” The online march is on the move. 📺

Youth Media Forum for Social Change partners include:

- Sierra Health Foundation*
- The California Endowment*
- Channel 17 Access Sacramento*
- KCRA Channel 3*
- Sacramento City Unified School District*
- CARE Visions (South Sacramento County Committee Addressing Racial Equity)*
- City of Sacramento Office of Youth Development*
- Youth in Focus*
- UC Davis Center for Regional Change*
- UC Davis Art of Regional Change*
- UC Davis School of Education CRESS Center—Community School Partnerships*

Center for Community School Partnerships Hosts HEALTHY START SUMMITS

In May, the Center for Community School Partnerships (CCSP) and the California Department of Education hosted two Regional Healthy Start Summits on Full Service Community School Partnerships.

According to Renee Newton, CCSP director, full service schools “act as a hub of the community where an array of public and private partner agencies come together with a school and its staff to provide a comprehensive set of integrated services to meet the full range of learning and developmental needs of the students.”

“Among other things, these partnerships free teachers to teach and help close the opportunity gap for students living in communities with insufficient capacity to address the full range of their needs,” said Newton.

Summit participants addressed issues that are critical for those developing a Full Service Community School: strategic planning, creating collaborations, evaluating programs, fundraising, engaging the community, and developing a statewide collaborative of Full Service Community School partners for the sharing of best practices.


School-community partnerships are common in schools that are closing the achievement gap, according to Gordon Jackson, Learning Support Division Director, California Department of Education. “Such partnerships engage families, community leaders, and a wide variety of local businesses, agencies, institutions, and nonprofit organizations,” he wrote in the welcome letter to participants.

The School of Education’s CRESS Center has provided leadership in securing new funding for these sorts of community school partnership initiatives, as well as leading the charge for assessment of the programs. At the Los Angeles Summit, Associate Professor Gloria Rodriguez presented the findings of her Healthy Start Sustainability Study, funded by the CRESS Center.

“We will continue to build connections and expand collaborations for transforming schools into places that ensure the health, security, and educational success of all students,” said Newton.

Summit locations were Los Angeles and Sacramento. For more information on full service community schools, contact Renee Newton at rnnewton@ucdavis.edu.

In 1992, the Healthy Start Field Office (the precursor to CCSP) was established through an inter-agency agreement between UC Davis and the California Department of Education as a result of the passage of the Healthy Start Support Services for Children Act in 1991. The initiative gave grants to local education agencies to provide comprehensive, collaborative school-linked supports and services to improve the health and academic performance of children and their families.

CCSP works to ensure that Healthy Start grantees and other Full Service Community Schools have the technical assistance and other support they need to implement and sustain comprehensive local initiatives that generate measurable improved outcomes for children and their families. To date, CCSP has provided orientation training and technical assistance to 823 planning grantees and 651 implementation grantees. 



Sacramento Area SCIENCE PROJECT

Making Sense of Science with Model-Based Reasoning

The first cohort of the Innovations in Science Instruction through Modeling (ISIM) program has completed their two-year professional development with the Sacramento Area Science Project (SASP).

The ISIM program, headed by Associate Professor Cindy Passmore and SASP Director Arthur Beauchamp, is supported by a \$1.75 million multi-year grant from the National Science Foundation. Two cohorts of 30 science teachers first adopt and then promote practices that engage middle school and high school students in model-based reasoning. According to Passmore, model-based reasoning is an emerging research-based approach that asks students to construct and use models to make sense of a wide variety of scientific phenomena, rather than asking them to memorize facts and processes.


Drawing on analyses of the first cohort's experiences, the research team has found that although whole-scale

transformative changes in teacher practice can be difficult to implement in a professional development format, "the ISIM program is making this kind of difference for some of our teacher participants," said Beauchamp. "They see their focus shift to students doing more thinking and relying less on teachers and textbooks for answers."

The second ISIM cohort is already in progress through 2011. As with the first cohort, SASP will continue to analyze what and how the teachers learn, and how new learning affects their classroom practices.

Summer Institute

Among a number of additional professional development opportunities provided throughout the year, SASP will offer a five-day Science Instruction Institute in June for teachers of junior high and high school earth sciences, life science/biology, and chemistry. Teaching and learning instruction is aligned to the California Content Standards.

For more information, visit sasp.ucdavis.edu. 


CAP-ED Examines English Learners

Lina Méndez (PhD '09) and Nina Lorenzi joined the staff of the Center for Applied Policy for Education (CAP-Ed) to address several English learner projects this year:

- In February, the center sponsored a symposium on English learner policy issues in collaboration with the University of California's Linguistic Minority Research Institute (UC LMRI) and WestEd.
- CAP-Ed collaborated with the California Association of Latino Superintendents and Administrators (CALSA) on content organization for CALSA's first annual conference in March about English learner and Latino student achievement.
- In conjunction with the California AfterSchool Network, CAP-Ed also received an Edmund A. Stanley, Jr. grant from The Robert Bowne Foundation to write an article and policy brief on English learners and afterschool time, which will be published in

the foundation's upcoming peer-reviewed journal, *Afterschool Matters*.

- Supported by The Cowell Foundation, CAP-Ed's project to provide an in-depth description of English learner programs in three California school districts is ongoing: project staff have finished classroom observations, have conducted over 300 teacher and administrator surveys, and are preparing to begin parent and students surveys (in both Spanish and English).

Meanwhile, with funding from the Stuart Foundation, the second cohort of the Superintendent Executive Leadership Forum (SELF) met in a series of 2009-10 sessions. Doug Reeves, founder of The Leadership and Learning Center and guest faculty at the March seminar, discussed how superintendents can avoid "initiative fatigue" and move forward with implementing change in their schools. 



Jack O'Connell

California Afterschool Network Hosts First RURAL AFTER SCHOOL SUMMIT


The very nature of rural schools presents unique challenges for rural after school programs, which serve a high percentage of English learners living in poverty. Recognizing the need to address both the struggles and opportunities in rural programs, the California Afterschool Network hosted its first ever California Rural After School Summit in Sacramento in January.

Attended at capacity, the summit included over 100 statewide rural after school program providers, members of the state legislature, and representatives from the California Department of Education. Participants heard presentations from rural superintendents, practitioners and students, as well as a keynote address by State Superintendent of Public Instruction Jack O'Connell.

The summit highlighted the successes and challenges of rural after school programs, demonstrated the need for sustaining them, and provided an opportunity for participants to brainstorm systemic solutions—such as

effective policies and potential supports—to strengthen these programs. The newly formed Rural Programs Committee of the California Afterschool Network outlined the summit recommendations in a report available at www.afterschoolnetwork.org/strengthening_rural_programs.

“I feel extremely proud that the California Afterschool Network was able to bring together a group of people from throughout California who care passionately about the needs of rural after school programs,” said Andee Press-Dawson, executive director of the California Afterschool Network. “The participants were so appreciative that there was finally a forum where they could share their challenges and successes.”

The California Afterschool Network is housed in the Center for Community School Partnerships in the CRESS Center. 

CRESS CENTER Awards \$1 Million in Grants to Teachers

In response to a fall call for proposals, the Pacific Coast Teacher Innovation Network (PacTIN) has made awards of up to \$30,000 to 24 teacher teams throughout Northern California.

In October 2009, the CRESS Center along with partners Humboldt State University and West Sacramento Early College Prep, received a \$1 million grant from the California Postsecondary Education Commission to help small teams of K-12 teachers develop projects that enhance teaching and learning in the classrooms.


The three-year project headed, by Joanne Bookmyer, director of teacher research at CRESS, put out a call for innovative proposals for schools in the coastal region from Ventura County to Del Norte County and inland to Yolo County. All of the funded projects encourage innovation and are “teacher driven,” said Bookmyer.

“The teachers who received these grants decide what it is they would like to do that they think will have

an impact in their classrooms,” Bookmyer explained. “Ultimately, we hope that teachers will be better able to engage their students as a result of what they learned from their projects.”

Recognizing that many outstanding teachers in California's schools have creative and innovative ideas for enriching teaching and learning in their classrooms and schools, the goal of PacTIN is to provide classroom teachers with “seed monies” for making their ideas a reality.

Through the program, faculty from the schools of education and other departments at both universities will work with teams of teachers at public, private and charter schools to improve their teaching skills and mastery of the subjects they teach.

For more information on the program and to view descriptions of the funded projects, visit teachergrants.ucdavis.edu. 

Area 3 WRITING PROJECT

Designing “Equity Writing”

For the past two years, six middle school teacher-consultants with the Area 3 Writing Project (A3WP) have been working together on a lesson study project, led by PhD candidate Shannon Pella. Representing schools with diverse student populations, the team’s goal to develop “equity writing pedagogy” allowed them to improve instruction and learn from each other as well. The project, initially funded by a 2008 CRESS Collaborative Grant, is part of Pella’s dissertation research and will continue in 2010-11 with A3WP funding, said A3WP Director Karen Smith.

Summer Institutes and Writing Camps

Summer with A3WP is full of opportunities. Summer Open Institutes—four professional development workshops for teachers—are being held in June. There are two types of writing camps for students this summer. Young Writers’ Camp is for students who love to write; this is not a camp focused on remedial writing instruction. Writing Strategies Camp engages students (grades 4-6 only) who may need a boost to improve their writing; this is a high-interest and fun camp designed for students who may struggle with writing and who are ready to learn some new strategies. For more information about these workshops, visit a3wp.ucdavis.edu. 📖

Academic LITERACY SUMMIT 2010

Through interactive writing-to-learn approaches, the third annual Academic Literacy Summit endeavored to promote expertise in addressing the academic literacy needs of students at all educational levels (P-16). Recognized literacy scholars as well as regional educators and students gathered at UC Davis for a full day in February to develop and share literacy strategies for working with culturally and linguistically diverse students.

Pamela Childers, the Caldwell Chair of Composition at McCallie School in Tennessee and a nationally acclaimed teacher of writing, demonstrated how to use writing-to-learn activities in all content areas to improve the thinking and learning of both students and faculty. An eighth-grade teacher at Roosevelt Elementary School in the Stockton Unified School District, Brandy De Alba spoke about using writing across the curriculum, student expression, and building a home-school connection. “The education of a single child takes the combined effort of the parent, child and teacher working together,” she said.

Sessions throughout the day focused on various strategies, such as integrating digital literacies, developing academic language through science and math, writing narratives and autobiographies, and designing

analytical prompts to encourage close reading across content areas.

“I learned how beneficial it is to spend time and discussion on one text rather than ‘read this, write about it, move to the next and repeat,’” said Betsy Gilliland, a PhD doctoral candidate.

Michele Fortes, teacher educator and supervisor, agreed.

“I think we need to resist the script and instead use these techniques that are really effective,” she said.

For more information on the Academic Literacy Project, visit the web at education.ucdavis.edu/projects-outreach/academic-literacy-project 📖



Hundreds of educators attended workshops covering a range of strategies for improving the academic literacy of their students.

Q&A with TRACI SCHMIDT

Director of the School's New Center for Innovation in Education

The School of Education recently launched EdForward: The Center for Innovation in Education. Traci Schmidt is the Center's founding director.



Traci Schmidt

Q: What is the mission of this new center in the School of Education?

EdForward's purpose is to create products, programs and services that help support the vision and mission of the School and to strengthen the School's ability to develop and expand innovative solutions for education.

My hope is that our work will extend our outreach to under-served communities and emerging markets and provide services, products and programs that are in demand and in short supply. For instance, one of our first offerings is an enrichment summer camp that emphasizes creative, project-based learning for students in third through sixth grade. There are many summer camps, but using the project-based learning model serves a distinct market niche.

Q: Why now? Why at the School of Education?

The School of Education at UC Davis is uniquely suited to launch this kind of effort. Our faculty's research and expertise are the engines of our innovation, so we already have in place the most important driver we need to offer new ideas and solutions for education.

In some ways the timing is perfect, too. Education as a whole is at a crossroads. Budget crises at every level call for creative thinking about how to make good work sustainable. Business and government leaders are looking to K-12 and higher education to prepare students for the 21st century. One of our jobs at the School is to work with our communities to identify and foster the skills today's, and perhaps more importantly, tomor-

row's students will need to succeed as adults in jobs that may not even exist today. Our country's ability to remain competitive depends on it.

But more to the point, UC Davis and especially the School of Education, has a reputation for thinking out of the box and creating programs and services that are responsive to a variety of needs in the region and beyond. In keeping with its land grant mission, UC Davis has always worked in collaboration with industry to provide real-world solutions, bringing its research expertise to bear on such wide-ranging fields as agriculture, medicine, animal science and education.

Already the School has made a tremendous impact beyond its excellent academic programs and research through innovation and collaboration with the field. For instance, in just the last five years, the School has partnered with the Washington Unified School District and Sacramento City College to launch West Sacramento Early College Prep, a charter school where students can earn up to two years of college credits by the time they graduate from high school. The School also partnered with the MIND Institute and St. HOPE Public Schools to found a full-inclusion preschool located in one of the most under-served communities in Sacramento. And these are just a few examples of the School's investment in the region.

But innovation begets innovation. In order for the School to continue its strong connections to the field and create new programs and services to meet the needs of its evolving partners, we need to find a new way to fund and test our ideas.

When the opportunity to lead this center came up, I realized I could marry my skills as an entrepreneur with my strong interest in education to build a career in social innovation. I am honored to play a small part, now, in the School of Education's efforts to make a real difference in the region, state and world. 📖

Traci Schmidt has a background in entrepreneurship and strategic business development in the manufacturing sector.

JESSICA FRIEDMAN

A botanist, art lover, and strong advocate for her students, Woodland Teacher Jessica Friedman has spent the last 17 years teaching students from underserved communities and bridging the gap between their worlds and worlds they might not otherwise encounter.

Friedman, who entered the School of Education's Master's for Practicing Teachers program in 2009, has always taught elementary school, and always at Title I schools, because "as a teacher, I have tried to provide resources and experiences that children in these communities often can't access." Going on 10

years as a teacher at Dingle Elementary in Woodland, CA, Friedman employs a variety of tactics to open the world for her students, from trips to the UC Davis Arboretum to inviting UC Davis ArtsBridge scholars into her classroom to teach art, poetry, music and theater.

Friedman has worked with UC Davis ArtsBridge scholars eight times over

the last few years. She has had undergraduate theater students work with her students on a production of "Peter and the Wolf" and "A Midsummer Night's Dream;" they have studied Shakespeare and learned how to play the sitar, and most recently, ArtsBridge scholars taught writing to her after-school poetry club.

In May, UC Davis theater student Carolyn Duncan (who also led Dixon High School in an ArtsBridge theater piece earlier this year) helped Friedman's after-school students turn poetry they wrote with ArtsBridge scholar Joe Romano into a performance piece. (For more on these ArtsBridge projects, see pp. 21-23.)




Jessica Friedman

"ArtsBridge brings something unique to the classroom," said Friedman. "Many students at Dingle have limited exposure to college students, the arts or university culture, in general. ArtsBridge students bring a tremendous passion to their art, and the kids realize, 'oh, this is what college students do. That's pretty interesting to me.' My hope is to inspire my students to think about college and to think more about art as a part of their lives."

Friedman currently teaches a combination 3rd/4th grade class. Next year, she will teach the same group of students in a 4th/5th grade combo class.

"I love teaching multi-age classes," said Friedman, whose students currently range in age from 8-11. "Kids mentor each other. They have more options for friendships, and because they are not at the same age, I often see older students gain a lot of confidence from providing help to younger students."

Friedman is so interested in these types of classes that she plans to write her master's thesis on them. "I am really excited to explore the historical phenomenon of multi-age classrooms. They were very popular in the 1970s and 1980s. I want to understand how they work and document best practices." 

Featured STUDENT Projects and Honors

Brian Riley, a second year PhD student in school organization and educational policy, was recently honored by the California Association of the Deaf for his outstanding service to the California Deaf Community.



Brian Riley

As an alumni leader of the Unity for Galaudet education reform movement of 2006-2007, Riley met with congressional staff members and advised them on issues of deaf education policy. In 2006, he provided information to national television and print journalists for stories that ran on the *NBC Nightly News*, in the *New York Times*, the *DC Examiner*, and the *Chronicle of Higher Education*.

Riley wrote an article on education policy for *The Endeavor* (fall 2008), a magazine published by the American Society for Deaf Children; provided research information on language policy to board members of the California Association of the Deaf; and has served on the board of the Deaf Bilingual Coalition since April 2009, serving on the Public Relations Committee.

With a \$15,000 scholarship from the Philanthropic Educational Organization (PEO), **Betsy Gilliland**, a fifth year PhD student, funded her dissertation data collection and presented at three conferences this year (Symposium on Second Language Writing, AAAL: American Asso-



Betsy Gilliland

ciation of Applied Linguistics, and CATESOL: California Association of Teachers of English to Speakers of Other Languages). She also made presentations to four PEO chapters in the greater Sacramento/Bay Area as well as presenting at the California PEO State Convention on May 29.

In addition to working on her dissertation, Gilliland teaches in the Teachers of English in Other Languages certificate program through UC Davis Extension and worked on a redesign of the program with School of Education Alumna Susan Catron (EdD 2009). Gilliland also teaches EDU 292, a seminar on language, literacy, and learning in the School's MA for Practicing Teachers program.

"I love this class and am definitely convinced that what I want to do after I graduate is teach in a program where I can work with current and pre-service teachers," said Gilliland.

Sumer Seiki is the graduate student recipient of the 2009-2010 Chancellor's Achievement Award for Diversity and Community.



Sumer Seiki



Sumer Seiki and Karen Watson-Gegeo

Addressing the issue of marginalization head-on, Seiki presented “Academic Inclusion: Undoing Marginalization,” a week-long art exhibit and symposium that explored such topics as racism, sexism and classism in the UC Davis community.

Accepting a range of poetry, film and fine art submissions from campus artists personally influenced by discrimination, Seiki used the exhibit to bring the often covert nature of marginalization out into the open.

“Oftentimes only close friends or family hear these types of stories and experiences,” she said. “I think if we understand what is happening on campus, we can work toward change.”


With assistance from her faculty advisor, Karen Watson-Gegeo, Seiki designed small group discussions during the two-part symposium to raise awareness of marginalization experiences and to work toward active change and increased unity. Noting the ethnic diversity of UC Davis’ student population has greatly increased over the past decade, Seiki believed the symposium also offered an opportunity for campus instructors to

practice cross-cultural teaching and communication methods.

Seiki, a sixth year PhD student with a science education emphasis, earned a bachelor’s degree (’00) and master’s degree (’05) in plant biology at UC Davis. “I’ve been at UC Davis for so long,” she said, “I wanted to give back in this way.”

Eric Garber, a science teacher at West Sac Early College Prep and a student in the School of Education’s Master’s for Practicing Teachers, has developed a digital guide of free resources and advice for teachers, students and parents.

The site enables Garber to share experiences and discoveries he has made using technologies in the classroom. “My goal is to apply technology purposefully and integrate its tools to enhance a collaborative learning environment intended to free us from the traditional singular approach to teaching and learning,” said Garber.

Check out the guide at techrichclass.com 



Eric Garber and a student study a mixture of pyrite and quartz. (Photo by Jayne Chong, a seventh grader at West Sacramento Early College Prep)

Student Conference Presenters RECEIVE GRANTS

With support from the Office of Graduate Studies, the GGE awarded grants to 13 graduate students for conference presentations in 2010:

Comfort M. Ateh
Lisa Bennett
Manuelito Biag
Frances Kay Holmes
Connie Hvidsten
Mong Thi T. Nguyen
Shannon Pella
Luis E. Ramirez
Sumer Seiki
George Sellu
Julia Svoboda
Daniela Torres-Torretti
Juliet Wahleithner



SNAP from page 24

District, and the Mondavi Center, this professional development initiative provides in-depth learning opportunities for drama and English teachers of grades 7-12.


Now in its third year, the program enrolls 12 teachers each spring to participate in workshops with their students at UC Davis. In the summer, they spend two intensive weeks at the Globe Theatre in London, working with theater professionals on a particular play. In the fall, the teachers return to their schools with a piece of the play (this year it is *Macbeth*) to work on with their students. All teachers and students then come together in November at the Mondavi Center to perform the play in its entirety.

Starting this fall, SNAP will provide ongoing professional development for the 36 teachers who will have completed the Globe program.

SNAP 2010-11 Institutes: SNAP's *Pathways to Understanding the Arts Disciplines* is designed for K-8

classroom teachers and provides 72 hours of discipline specific instruction in one of the four arts; this year the institute covers the visual arts. *The Collaborative Design Institute* (120 hours) provides middle and high school arts teachers the opportunity to work in discipline cadres to explore new instructional strategies and develop a unit of study.

Technical Assistance and Support Programs: SNAP offers a wide variety of workshops and academies for teachers. These include Career Technical Education Workshops on media and design, performing arts, and production and managerial arts. This summer, as part of the wider TCAP program, administrators and arts educators are invited to attend the three-day *Courageous Creativity Conference* at Disneyland where they will get a behind-the-scenes look at technical art careers, ranging from landscape architecture to engineering.

For more information on SNAP and upcoming professional development opportunities, visit the web at snaparts.ucdavis.edu. 

New Chair for BOARD OF ADVISERS

After serving as the founding chair of the School of Education's Board of Advisers since 2003, Meg Stallard (BA '68) is passing the leadership baton to board member Rick Fowler in June.

"As board chair, Meg has provided important guidance to the School and invaluable leadership in garnering support," said Dean Harold Levine. "I am honored and humbled by her steadfast guidance and support, and very grateful that she will continue to provide leadership as a member of the board."

Fowler leads The Community College Foundation, a nonprofit organization with a mission to provide services for foster youth, K-12 students, and college students. He is also a former Air Force command pilot, Pentagon official, and senior USAA Corporation executive.

The Sacramento Metro Chamber of Commerce recently presented the Peter McCuen Award for Civic Entrepreneurs to Fowler for his extensive work in



Rick Fowler



Meg Stallard

promoting civic and community involvement and for bringing business and entrepreneurial skills to his personal interests and commitments. The chamber created a video about Fowler's professional and personal dedication to his community, which can be viewed at <http://www.youtube.com/watch?v=PxHmjNA1zdc>. He is also a recipient of the 2005 Humanitarian of the Year Award from United Cerebral Palsy.

"We are thrilled that Rick has agreed to take the helm as chair," said Levine. "He will bring wise counsel and dynamic leadership as the board moves forward."

New Board Members

The School of Education's Board of Advisers recently welcomed two additional members.

Jeanne Reaves is the former president of River City Bank (and first woman to lead a bank in Sacramento). She is president of Jeanne Reaves Consulting and serves on several nonprofit boards, concentrating on strategic planning and community outreach.



Jeanne Reaves

Mohini Jain, president of the Mohini Jain Family Foundation, is a retired high school biology teacher and former UC Davis research scientist. Jain established a private foundation in 2002 that awards grants to students to support their own educational goals. "To foster education and instill the spirit of philanthropy in youth—these two values have always been important to me," she said.



Mohini Jain

"We are thrilled that Rick has agreed to take the helm as chair. He will bring wise counsel and dynamic leadership as the board moves forward."

– Dean Harold Levine


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Board Member Updates

Davis Campbell has been appointed to the UC Davis Foundation board. Campbell joins Diane Fiddymont and Meg Stallard as School of Education board members serving on the UC Davis Foundation board.

The Sacramento Asian Pacific Chamber of Commerce honored **Christopher Cabaldon**, mayor of West Sacramento, at its 17th annual installation and awards dinner. The group noted that Cabaldon, mayor of West Sacramento, has a strong history of supporting education, including service as Vice Chair of Education for the United States Council on Mayors Jobs, Education, and the Workforce Committee.

The OBSERVER Media Group, along with Intel Corp., recognized **Margaret Fortune** at their annual “Women

of Inspiration” luncheon during the Capital City BLACK EXPO in Sacramento. Fortune was one of Sacramento’s five outstanding African American women honored for their distinguished civic and community contributions. Currently serving on the board of trustees for the California State University System, Fortune leads the Fortune School of Education, a graduate school targeting mid-career professionals studying to become credentialed teachers. She also served as a senior education adviser to Governor Arnold Schwarzenegger. 



Margaret Fortune

Upcoming EVENTS

School of Education Graduation Celebration

June 9, 2010, 4 p.m.
Jackson Hall, Mondavi Center

Area 3 Writing Project – Young Writers’ Camps

June 14-18 & June 21-25;
June 21-25 & June 28-July 2;
July 6-9 & July 12-16, 2010
UC Davis Academic Surge Building

UC Davis Young Scholars Program

June 20 – July 31, 2010

Sacramento Area Science Project – Science Instruction Institute

June 21-25, 2010
Sacramento State

Area 3 Writing Project – Summer Open Institutes

June 22-24; June 23-25;
June 28-30, 2010
UC Davis Academic Surge Building

UC Davis Math Project Summer Institutes

June 22-24; July 12-16; July 19-23;
July 26-30; August 2-6, 2010

Edward Teller Education Center (ETEC) – Teacher Research Academy Workshops

June & July, 2010

The California Arts Project (TCAP) – Courageous Creativity Conference

June 28-30, 2010
Anaheim, CA

Sierra North Arts Project (SNAP) – Pathways to Understanding the Arts Disciplines Institute

July 12-17; September 25;
October 23, 2010;
January 22, 2011
UC Davis Art Annex

Sierra North Arts Project (SNAP) – Collaborative Design Institute

July 19-23; September 18-19;
October 16-17;
November 6-7, 2010;
January 29-30, 2011
UC Davis Art Annex

Check the School’s website for details on these and other events: education.ucdavis.edu