



# Catalyst

Research . Engagement . Partnership

## Looking Back, Full Speed Ahead

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To say that this has been an eventful year would be an understatement. We have accomplished so much, and we approach the end of this academic year already with an eye on the next.

The School continues to grow in both size and stature. After only three years of being established, the School was ranked for the first time by the U.S. News and World Report. This year, alone, seven new faculty have joined our ranks. Each of them individually brings amazing insight and expertise. Together,

they strengthen our work with schools, administrators, policymakers and students. We launched a new joint Ed.D. program with Sacramento State and Sonoma State, and we have established deeper partnerships with schools, alumni and friends of the School.

Inside you will find some additional highlights: meet our new director of donor relations and development; read about an innovative project for elementary teacher candidates; and learn about recent accomplishments of our faculty.

— Harold Levine, Dean

## Making Better Readers

### A Look at a Unique Assignment for Student Teachers

What better way for a teacher to understand her students' feelings and perceptions about reading than to explore her own nascent experiences as a reader? This question is one posed to students in Joanne Galli-Banducci's Reading 300 course, in which students who are studying to become elementary school teachers learn how to teach reading.

"A child's strength as a reader is often determined by experiences and influences

outside of the classroom," said Galli-Banducci. "If teachers are not in tune with their students' cultural backgrounds and the role of literacy at home, they are less likely to find effective ways to motivate their students to be strong readers."

By reflecting on their own literacy experiences, student teachers are empowered to form strategies that will

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### WE'D LIKE TO HEAR FROM YOU

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Patricia Gándara

# M E E T Our Faculty

## **Patricia Gándara Honored for Research and Public Service**

Throughout her academic career, Patricia Gándara has been committed to working with practitioners and policymakers to improve educational opportunities for all students.

She has long focused on two distinct but related issues: the impact of language and ethnicity on educational access and attainment, and the reforms at the levels of both policy and practice that can improve educational opportunity for students.

Most recently, in recognition of her commitment to applying research for the immediate benefit of the communities she studies, Gándara received the 2005 Distinguished Scholarly Public Service Award from her peers at UC Davis.

Along with three other faculty, Gándara was acknowledged for “significant contributions to the world, nation, state and community through distinguished public service.”

“I have encountered few faculty who so conscientiously use their scholarly work as a foundation from which to advance improvement in areas of critical social need and, in turn, look to identify those critical needs to shape their scholarly work,” wrote Harold Levine, School of Education dean, in the nomination letter for the award.

Gándara was also recognized this year by the California Association for Bilingual Education and the Hispanic Caucus of the American Association of Higher Education as “Researcher of the Year.”

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# N E W S & E v e n t s

## **SAVE THE DATE**

Check the School's Web site at <http://education.ucdavis.edu> for details on these and other events.

**School of Education Graduation Celebration — June 15, 2005**  
**Tickets required.**

If you'd like to receive updates and information on upcoming events, please send a note to [djustice@ucdavis.edu](mailto:djustice@ucdavis.edu)

## **School Ranked by U.S. News and World Report**

Just three years old, the School of Education has been ranked for the first time in the 2005 U.S. News and World Report Best Graduate Schools.

Of the 249 schools of education nationwide that were surveyed, the School was ranked in the top 100 at 66. To read more about the rankings, go to [http://www.usnews.com/usnews/edu/grad/rankings/rankindex\\_brief.php](http://www.usnews.com/usnews/edu/grad/rankings/rankindex_brief.php).

## **Dean to Serve on Statewide P-16 Council**

Dean Harold Levine has accepted an invitation to serve on State School Superintendent Jack O'Connell's California P-16 Council. Levine will join 43 other council members who are tasked with examining ways to improve student achievement, create linkages among all levels of education, ensure all students access to quality teachers, and increase public

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# This Is Not My High School System



Teri Munger

By Teri Munger  
*LEED Board of Directors,  
Hewlett-Packard Company*

While we can all agree that education is a key factor for improving the economy and producing an educated and prepared workforce, it is often difficult to agree on any one solution. Despite that challenge, the face of education is changing — not a moment too soon.

The old high school system simply is not working any more. The factory style model on which most of our nation's current comprehensive high schools are based on is no longer viable. Students have been falling through the cracks at disturbing rates. In the Greater Sacramento Region, graduation and college readiness rates are disturbing. According to the California Department of Education, last year 80 percent of Sacramento County students graduated and of those graduates, only 33 percent were eligible for the University of California and California State University systems. These statistics do not bode well for the future of our community. Increased community involvement in our schools is a direct link to boost greater academic and life success for students in the Sacramento region.

Hewlett Packard has been a member of this community for over 25 years and has a vested interest in contributing to the growth of the region. As their Public Affairs Manager and Chair of the Board of Directors of Linking Education and Economic Development (LEED) I have had a unique opportunity to understand the role businesses must play in the education system. Through

LEED's partnerships with schools and employers, programs are being created and executed that are dramatically improving education as we know it today. The changes are working and as time goes by schools are being reformed and students are being exposed to career paths. Students are being prepared for academic, social and future success. It is a very exciting time, but more community leaders and businesses must get involved.

Local education reform is based on the belief that students need a range of academic and development opportunities to explore careers, especially during middle and high school. Students need to be exposed to career opportunities, learning in smaller environments, and held to higher academic expectations. This is good for our students, good for our community and good for the Sacramento region's economy.

Students can no longer be put onto the assembly line that is their old education system. Our community is stepping up to the plate to make this happen. The old "one size fits all" model is just not enough to educate our youth and prepare them for their future. I am proud to say that this is not my school system — this one is even better.

*LEED-Sacramento (Linking Education and Economic Development) is dedicated to developing and supporting partnerships among business, education, community and government to strengthen the Sacramento regional economy through dramatic improvement in education and training.*

awareness of the connection between an educated citizenry and a healthy economy.

Read the Department of Education news release about the council at <http://www.cde.ca.gov/nr/ne/yr05/yr05rel42.asp>.

### **Stan Hitomi to Chair New Teacher Advisory Council**

Stan Hitomi, executive director of the Edward Teller Education Center, housed in the School, has been selected to serve as chair of the newly formed California Teacher Advisory Council (CalTAC), an effort led by the California Council on Science and Technology and The Center for the Future of Teaching and Learning to strengthen math and science instruction in California.



Dean Harold Levine and Superintendent Maggie Mejia greet administrators attending the Educators Dialogue.

bring together faculty at the School and school administrators from the school district.

The forum, "Theory to Practice: Educators Dialogue," brought together nearly 80 principals and assistant principals with 15 faculty and four professional development experts from the School. Three faculty interested in school organization, equity and education finance made brief presentations on the potential impact their research can have on students and classrooms in a large, urban district. Then, group discussions were co-hosted by a faculty member and a principal.

"It was exciting to get researchers and principals together to talk about the issues that are affecting real classrooms every day," said Levine. "The School is serious about engaging educators in solving problems together to make change where it is most needed and in ways that make sense to teachers and administrators."



At the School's Picnic Day display, Stan Hitomi teaches visitors how to collect and bottle their own DNA. "A good teacher finds ways to make science real and meaningful every day," said Hitomi.

"I am pleased to part of this effort," said Hitomi. "California is facing a major shortage of teachers in math and science. This council will play a key role in helping the state assess the gaps and identify

strategies to boost production of more math and science teachers."

### **School and Sacramento City Unified Host Dialogue**

In an effort to foster dialogue between researchers and practitioners, Dean Harold Levine and Sacramento City Unified School District Superintendent Maggie Carrillo Mejia hosted an event to





## **No Teacher Left Behind: Campus Subject Matter Projects Join in Offering Assessment Workshop**

With the increasing--and seemingly relentless--focus on testing and accountability, one might think that teachers have had their fill of discussions around assessment. Actually, just the opposite is true.

"Teachers are hungry for methods and tools they can use in their classrooms every day to measure if children are truly learning," said Lisa Villarreal, executive

director of the CRESS Center, which houses the math, writing, arts, and science subject matter projects at UC Davis.

According to Villarreal, high-stakes assessment tests do little to help teachers assess current students' progress on the subjects they teach. State

tests occur annually in the spring, serve primarily to assess academic performance at the school and district levels, and their results are not even available until the following school year. Assessment for learning provides strategies for teachers to improve instruction and learning on a daily basis.

Participants spent the morning reviewing the history of assessment in schools and discussing those methods that have been shown to help students invest in their own learning.

"Our goal as teachers is to produce life-long learners," said Arthur Beauchamp,

director of the Sacramento Area Science Project and conference facilitator.

Participants spent the afternoon session exploring subject-specific tools they can use to help ensure students are learning.

## **Schools Bolstered by Community Involvement**

In March, a team from CRESS' Center for Community School Partnerships (CCSP) attended the Coalition for Community Schools (CCS) national conference held in Chicago. Over 900 participants shared ideas, approaches, and strategies to extend community school efforts. CRESS Executive Director Lisa Villarreal serves as vice-chair for the Coalition.

Community schools with mutually beneficial, reciprocal relationships and comprehensive integrated services are capturing the country's imagination and creating a stronger constituency for public education, according to Villarreal.

CCSP director, Renee Newton, and CCSP consultant, Maria Salinas, led a discussion of technical assistance providers on sustaining full service community schools. Odys Johnson, assistant professor, participated in a discussion of fellow researchers on the role of academia in community schools design and planning.

"I enjoyed the opportunity to visit a community school in Chicago's Logan Square neighborhood and see first-hand how parents, schools and communities have worked together in developing services, programs, and academic enrichment opportunities to help students succeed in school," said Newton.



Nearly 140 teachers and administrators from area schools joined members of CRESS and the School of Education at the April conference titled "Improving Student Achievement: Effective Use of Classroom Assessment." Pictured in the middle photo, Science Project Director Arthur Beauchamp opens the conference.

## Readers – continued from page 1

help them be more effective with the variety of students they will face in the classroom, according to Galli-Banducci.

### A Unique Assignment

To provide student teachers with a means for reflecting, Galli-Banducci has created a unique assignment. Students are required to write a brief literacy memoir, interview someone culturally

or linguistically different from themselves about his or her life as a reader, and then create an accordion book that graphically traces the student's and

interviewee's experiences.

Creation of the book provides a model for budding teachers to follow when thinking creatively about ways to engage students in reading.

"We all express ourselves differently," said Galli-Banducci. "Some children do it through writing; others will learn more through artistic expression. Art should be an integral part of every elementary classroom. With this assignment, I see student teachers realize the importance of being sensitive to their students' needs, and they begin to think about the importance of building community in their classroom."

### What Some Students Had to Say

*Hong Nguyen*

"I was born Vietnamese in America...I

struggled between two cultures as a child. I was forced to read, rather than having the choice to read....My struggles have influenced and shaped my professional life as a teacher of reading....I can relate to students who are struggling between two cultures and who are struggling in English....It is important to me to change my students' negative attitudes toward reading."

*Elizabeth Altschule*

"Listening to Gabriela tell her story, I found myself thinking about ESL students at my own high school. Their names I do not know, but their faces are an integral part of my high school experience. I feel that I missed out on knowing many wonderful stories and people by not actively working to bridge this language gap."

*Emilee Adao*

"Reading has given me the foundation to both understand and question. As a teacher, my hope is that students can lose themselves in the pages of books only to find themselves."

*Adam Gelb*

On a camping trip at 11 years old, Adam burned a library book for fuel. When his father discovered what he did, he "told me about the history of the Jewish people and how the Nazis burned many of the Prayer Books of the Jewish people."

"This experience served as a life lesson and the long-lasting effects of the destruction of literature....It is through this respect, knowledge and understanding that I jump into the world of trying to make a difference in the lives of my students."



Teacher educator and supervisor, Joanne Galli-Banducci, displays some of the literacy accordion books her students created to reflect upon their experiences as readers.

# FACULTY Features

## Faculty Publications, Presentations, and Grants

*Mike Stieff*

“Connected Chemistry: A Novel Modeling Environment for the Chemistry Classroom,” *Journal of Chemical Education* 82 (3).

“Visualization and Diagrammatic Reasoning in Genuine Scientific Problem Solving,” *Reasoning with Mental and External Diagrams: Computation Modeling and Spatial Assistance*, AAAI Press, 2005.

Stieff also received a two-year grant from the Camille & Henry Dreyfus Foundation for incorporating interactive simulations and modeling in general chemistry.

*Al Mendle*

At the annual conference of the National

Council of Teachers of Mathematics, Mendle made a presentation in April titled “Making Sense of Integers.”

*Yuuko Uchikoshi*

“Narrative Development in Bilingual Kindergartners: Can Arthur Help?” *Developmental Psychology*, May 2005.

Uchikoshi also received a three-year grant from the Foundation of Child Development Young Scholars Program to study the bilingual and biliteracy development of Cantonese-speaking and Spanish-speaking English language learners from kindergarten to the end of second grade. She is also a finalist for the Outstanding Dissertation of the Year Award from the International Reading Association.

## Meet Our Faculty – continued from page 2

One of Gándara’s distinguishing qualities is her ability to move effectively and contribute significantly in the arenas of scholarship, policy and practice.

Earlier in her career, she worked on local concerns, most notably in the Sacramento City Unified School District. She served on several committees dealing with critical finance and restructuring issues and served on a teacher scholarship committee targeted at improving teacher practice.

Most recently, Gándara has focused much of her efforts on policy, testifying regularly before legislative committees and working closely with several legislators, focusing particularly on issues related to English learners.

In May, a study Gándara co-authored, “Listening to Teachers of English Language Learners,” was released. The study provides an analysis of survey responses from 5,300 teachers of English learners, outlining their challenges and needs in order to be more effective in the classroom. To read the report, go to The Center for the Future of Teaching and Learning’s website at <http://www.cftl.org>.

Gándara serves as director of the School’s Institute for Education Policy, Law and Government; co-director of Policy Analysis of California Education; associate director of the UC Linguistic Minority Research Institute; and chair of the research working group for UC ACCORD.



Patricia Gándara (r) discusses preliminary results of a study on teachers of English learners with State Assembly Education Chair Jackie Goldberg (l) and State Senator Martha Escutia (c) before giving testimony to the State Assembly Education Committee in April.

# ALUMNI News & Notes



Ann Pridgen

## GIVING MATTERS

Thank you very much for your commitment and contributions!

For more information on the variety of ways you can support the School, please contact Ann Pridgen, Director of Donor Relations and Development, at (530) 754-2131, [ampridgen@ucdavis.edu](mailto:ampridgen@ucdavis.edu) or visit: <http://education.ucdavis.edu/giving>

The *Catalyst* is published three times a year by the UC Davis School of Education to update educators, policymakers, alumni and friends.

## Who's Who Alumni Profile

**Ann Pridgen** ('70 BA UCD, '71 credential)  
Director of Donor Relations and Development, School of Education

Teacher: 4th, 7th, 8th grades  
Non-profit fundraising, marketing: Girl Scouts, United Way of the Bay Area, and Netzel Associates

*Why did you decide to attend the School of Education?* The elementary intern program put me into a classroom while I worked on getting my credential. We tackled the real world right away, a great opportunity and the best preparation.

*What did you learn from teaching?* Creativity is an absolute essential everyday, no matter what the subject matter.

*Why is your experience in education important to you?* I'm still a teacher and learner, no matter where I am. The knowledge, experience and insights are always there to draw upon in any "classroom," whether corporate, nonprofit or educational.

*What are your hopes and expectations for the School of Education?* The School produces the most talented leaders in the

field so greatly needed in California and beyond. It is wonderful to support and be part of this very important mission and enterprise.

## Alumna Awarded for Excellence in Teaching

Satsuki Sharon Takahashi, (credential 1975, BA 1974), was recently selected for the 2005 Golden Apple Award for Excellence in Teaching, grades 4-8 in the Chicago Public Schools.

## Your Gift Works...

Your gift to the School of Education Fund is important — and works everyday.

It works to benefit classroom teachers, our credential and graduate students, and our faculty as they focus on strengthening teaching and learning. And, your gift works even harder when combined with the support of other generous alumni and friends.

Please see the enclosed envelope for ways you can give to the Fund.



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