

Catalyst

SPRING 2009

Walking
the Talk

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Engagement IS KEY TO Our Success

“...the common thread running through all of our programs and initiatives for improving education is engagement.”



Photo by Neil Michel/Axion Photography

Dean Harold Levine

This has been an exciting year for the campus, celebrating 100 years of service to California, the nation and the world. It has afforded all of us the opportunity to reflect on our own role in the history of UC Davis and, more importantly, to consider what contributions we can make to the next 100 years, as individuals and as leaders in our respective disciplines.

In the School of Education, we take seriously our responsibility to do work that matters. To do this, we collaborate with a wide variety of people who care about teaching and learning and who have as much to share with us as we have to share with them—teachers, parents, students, community leaders, school leaders, policymakers, and colleagues in higher education.

In fact, the common thread running through all of our programs and initiatives for improving education is “engagement.”

In this redesigned edition of the *Catalyst*, there are so many examples of how we engage others to ensure that the work of the university and the School of Education is relevant, impactful and effective—from our partnership with Washington Unified School District and Sacramento City College in the founding and management of an innovative charter school in West Sacramento (p. 16) to our Board of Advisors, who bring to the School invaluable insights, support and leadership (p. 27).

Our alumni are perhaps our best ambassadors and exemplars of the impact the School is having in every facet of education, from teaching to research to providing financial support to the School. This year, we were proud to present our first annual Distinguished Alumni Awards (see p. 7). These are the best of the best and we are incredibly proud to claim them as our own.

And last, but not least, our faculty, staff and students represent the foundation of our outreach



Photo by Karin Higgins/UC Davis

Dean Harold Levine talks with students at West Sacramento Early College Prep School

and engagement in every aspect of our community. Every day, these people commit themselves to the mission and vision of the School, in their research, in their outreach to youth, in their preparation of the next generation of educators and education leaders, and in their own generous philanthropy.

I am personally humbled and gratified by the relationships we have built in the short history of the School and more determined than ever to ensure that the School of Education makes the next 100 years count.

en•gage

Verb: To offer as security
To entangle
To attract and hold
To bring together or interlock
To bind by a pledge
To hold the attention of
To induce to participate

Adjective: Being actively involved in or committed, greatly interested

Catalyst

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ACADEMIC LITERACY SUMMIT 2009

By Heidi Sciutto

Any teacher can tell you students speak a different language out of the classroom. From text messaging to culturally specific slang, it's an entirely different world outside the four walls of the classroom. The challenge is to bridge the divide between student literacy in an academic setting and all the other communities in which students express themselves every day.

In February, K-12 teachers and education researchers converged at UC Davis for a one-day summit to tackle this challenge head-on.

"It's important to value and build upon the local knowledge that each student already has," said Kerry Enright, planning committee member and assistant professor in the School of Education.

Too often, students get the message that the various ways they express themselves outside school have no place in a classroom. According to Enright, this can lead teachers and students to hold a "deficit mentality," in which all non-academic language is deemed less valuable than "academic" language. As a result, students can become disengaged and marginalized at school.

At the second annual Academic Literacy Summit, experts from the Sacramento County Office of Education, West Sacramento Early College Prep Charter School, six school districts in the Capital Corridor region, and the UC Davis School of Education and its CRESS Center presented 12 sessions on the theme, "Academic Literacy: The Language of Content and Community."

Keynote speaker Olga Vásquez, associate professor of communication at UC San Diego, spoke about multi-literacies and technology-based pedagogy while featuring her after-school literacy program, *La Clase Mágica* (The Magical Class). For two decades, Vásquez has created and studied learning environments where community organizations partner with higher education institutions to address the under-achievement of minority youth and their under-representation in higher education through the use of technology. "Technology is a mind tool," she said. "It facilitates participation across borders of all kinds and transfers power to the learners."



Teachers participating in the summit discuss ideas generated in a workshop with their peers.

The breakout sessions addressed various approaches to literacies, from "Using Family Knowledge and Home Literacies to Promote Writing" to "It's Bigger Than Hip-Hop: Rappers Educating Educators."

"My greatest 'ah-ha' moment was an 'oh no,'" one participant noted as he recognized his teaching may not be relevant in the vocabulary of youth culture. Many participants committed to taking methods and strategies learned from the summit into their own classrooms.

A common theme was that participants learn from each other. Co-planner and graduate student Juliet Wahleithner compared text message lingo to academic literacy with her students. "Maybe if I showed my students that I was willing to be literate in their world, they would be willing to take the plunge to become literate in my (academic) world," she wrote in her July 1, 2008 blog on the Academic Literacy Summit Web site: academicliteracy.ucdavis.edu/

Co-sponsors for the summit include the School of Education, the Institute for Academic and Adolescent Literacies and the CRESS Center, as well as Woodland and Yuba Community Colleges, and the Yolo County Office of Education.

GRADUATION To Feature San Francisco Unified District Superintendent



Carlos A. García, superintendent of the San Francisco Unified School District, will be the keynote speaker at this year's School of Education Graduation Celebration on June 10. The ceremony will be held in the Robert and Margrit Mondavi Performing Arts Center at UC Davis at 4 p.m. An informal reception will follow.



Carlos García

Prior to his appointment, García served for two years as Vice President of National Urban Markets for the McGraw-Hill Education Group. Before joining the private sector, he served as superintendent for five years of the fifth largest and fastest growing school district in the nation, Clark County School District, in Las Vegas, Nevada. He has been a K-12 educator for 30 years and has a reputation for being a catalyst for change and a student advocate.

This year's ceremony is special because of the UC Davis Centennial and because Chancellor Larry Vanderhoef, who will step down as the campus's top executive in June, will preside over the ceremony.

"It is particularly poignant to have the

"It is particularly poignant to have the Chancellor at our graduation ceremony this year because it will be his last as Chancellor."

Chancellor at our graduation ceremony this year because it will be his last as Chancellor. He was so instrumental in the founding of the School and remains one of our biggest champions," said Dean Harold Levine.

At this year's ceremony, students will receive 130 credentials, 94 master's degrees, and 23 doctoral degrees.

Carl Spring, professor emeritus, will serve as marshal; Adam Gelb (BA '03, Credential '05, MA '06) will be the alumnus speaker; and PhD candidate Lina Mendez will be the student speaker.

Teaching credential graduates pose with their supervisor and Teacher Educator Joanne Galli-Banducci



DISTINGUISHED SPEAKERS Share Insights, Research

The School of Education and the Graduate Group in Education co-sponsored three speakers in its Distinguished Educational Thinkers Lecture Series this year.

Alfredo J. Artiles, professor at the College of Education at Arizona State University, lectured on “Intergenic Equity: Understanding the Racialization of Disability Through a Cultural Historical Prism” in February, exploring the role of race and poverty in English learners’ placement in special education programs and arguing for a cultural-historical model of teacher learning in urban multicultural schools.



Michael Fullan, professor emeritus at the Ontario Institute for Studies in Education at the University of Toronto and a worldwide authority on education reform,

gave a talk titled “The Six Secrets of Change” in January. Fullan shared his vision for achieving and maintaining change in the complex world of schooling and education. This talk was also sponsored by the School’s Center for Applied Policy in Education.

Pedro Noguera, professor at the Steinhardt School of Culture, Education, and Human Development at New York University, addressed “Education Reform in the Obama Years: A Broader and Bolder Approach” with an urban sociologist’s perspective in May. Noguera’s research focuses on the ways in which schools are influenced by social and economic conditions in the urban environment.



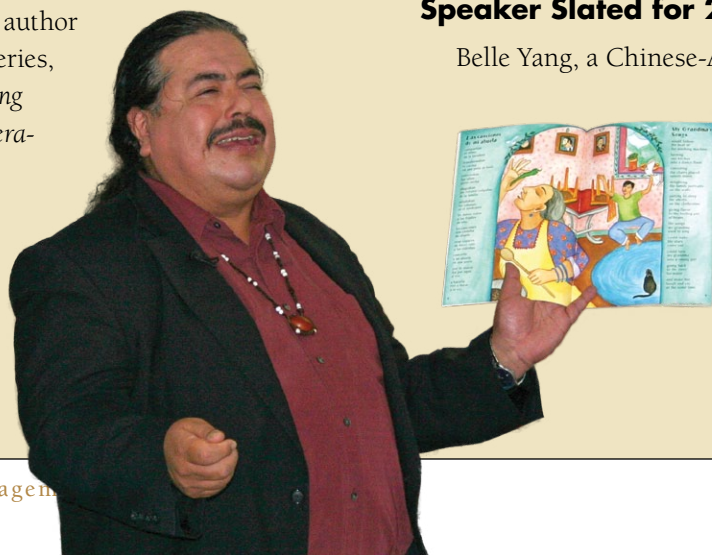
The CRESS Center and UC Davis Academic Preparation Program also sponsored this talk.

WORDS TAKE WING Celebrates Fifth Year in January

Award-winning Chicano poet Francisco X. Alarcón gave two lectures to 1,000 area schoolchildren, teachers, parents and others in January as part of the School’s children’s literature lecture series. Maya Christina Gonzalez, a children’s book illustrator and frequent collaborator with Alarcón, also joined in the matinee lecture.

Alarcón was the fifth author to speak in the annual series, *Words Take Wing: Honoring Diversity in Children’s Literature*. The event features authors and illustrators discussing the art of crafting words and images for children.

Francisco X. Alarcón



Words Take Wing is generously supported by Children’s Center at Sutter Medical Center, Sacramento, and the UC Davis Children’s Hospital. In addition, local service organizations, friends, alumni, faculty, and staff contributed to provide matinee tickets to children who otherwise would not have been able to attend.

Speaker Slated for 2010

Belle Yang, a Chinese-American author and illustrator, will be the featured speaker of the series on March 5, 2010.

For more information about next year’s program and announcement of ticket sales, please visit the School’s Web site at education.ucdavis.edu.

RECEPTION Honors Educators and Distinguished Alumni

On May 6, the School of Education held its second annual reception to honor educators in recognition of National Teacher Appreciation Week. Dean Harold Levine also presented the School's first Distinguished Alumni Award Ceremony.

"We were so pleased to bring alumni, students and other educators together and just say, 'thank you' for all that they do for their students and colleagues everyday, and for their commitment to this profession," said Levine.

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.

The first two recipients of the Distinguished Alumni Award—Marlene Bell and Bart O'Brien—and all of the finalists, exemplify that nothing matters more to our alumni than doing what matters.



Photos by TJ Ushing/UC Davis

Honors Educators and Distinguished Alumni (continued)

2009 Distinguished Education Alumna **Marlene Bell** *(BA '68, Credential '71)*

Marlene Bell knows what it takes to succeed in education. For Marlene, an important “first” was being one of the first three students in the UC Davis EOP (Equal Opportunity Program). She was among a small group of African Americans to teach in Davis in the 1970s, and served as the first African American president of the Davis Teachers Association.



Marlene Bell

Her passion for public education is proven through her nearly 30 years as a K-4 teacher in Davis Joint Unified School District, a mentor of new teachers, leader in writing the first multicultural curriculum guide, teacher leader, and now in her demanding role as a regional director for the California Teachers Association.

“Marlene’s personal initiative and long career demonstrate her continuous professional development and talent for accepting the challenge of engaging stakeholders and improving schools,” said Bell’s nominator.

Bell manages the CTA’s largest region, covering 73,000 square miles in 31 counties—from the Oregon border to the LA county line, and from Davis east to the Nevada state line. As manager, she is responsible for the coordination of most CTA programs and services throughout the Region.

As a teacher, Bell’s engaging teaching style and creativity were among the many ways she connected with her students. Her lessons were inclusive of the attitudes, interests, ethnicities, cultures, abilities, disabilities and desires of her students.

As a mentor and teacher leader, Bell worked to bring out the best from her colleagues. She accepted multiple responsibilities for leadership in professional development and advocacy. Her collaborative efforts were recognized by the Davis Joint Unified Board of Education

when she received the Merit Award for Outstanding Teaching and Leadership in Education.

At the CTA, Bell became a lead trainer to advance gender equity and close the achievement gap for under-represented students. She was also a national trainer for Gender-Ethnic Expectations and Student Achievement (GESA). As a chapter services consultant, Bell helped teachers improve the conditions for teaching and learning not only through bargaining and grievance processing, but also through trainings on the impact of diversity.

As an assistant executive director, Bell is responsible for the services provided to 64,000 CTA members. Those services include support and mentoring through professional development offered at various regional conferences; the coordination of academic and applied opportunities for students through the Institute for Teaching; and community outreach projects and forums on the education of African American students in the greater Sacramento area.

2009 Distinguished Education Alumnus **Bart O’Brien** *(Credential '76, MA '76)*

One of the most respected leaders in his community, Bart O’Brien is known for his patience, willingness to collaborate, and a seemingly endless supply of optimism. Grounded in his gold-country community and committed to its success, native son O’Brien has served in the Placer Union High School District his entire career.



Bart O’Brien

“Bart believes that every individual in the organization is important and that all students can learn—these expansive beliefs create the foundation for the many decisions he has made,” said O’Brien’s nominator.

After graduating from UC Davis, O'Brien taught at Colfax High School (his alma mater) for 14 years and was named Placer County Teacher of the Year in 1985. He taught a variety of subjects, including health, English, driver education, history, California history, and American government. He also coached track, cross country, and skiing.

O'Brien transitioned full-time to the district level in 1991 and worked in staff development and grant writing. He worked with the superintendent on implementing the Quality Schools Model in the district, which has been recognized for its achievement by a large number of state and national organizations. In 1995, O'Brien took on the position of assistant superintendent for educational services, and he was selected as district superintendent in 2001.

O'Brien has been a leader in staff development as a trainer of teachers in cooperative learning and critical thinking at the county, state and national levels. He has presented at conferences and workshops in more than 40 cities nationwide. O'Brien helped write the district's mission—committed to student learning by providing teacher excellence in a supportive environment—and believes that being intentional in this practice will empower those around him, improving the lives of the students and families his district serves.

O'Brien serves on boards of directors for both Auburn Boys and Girls Club and the Auburn Rotary Club, where

he has been recognized with a number of awards. He has assisted the Auburn Chamber of Commerce as a facilitator for the "Leadership Auburn" program for up-and-coming members of the business community. O'Brien has developed cooperative relationships with organizations, governmental officials and the media, and he submits regular editorials to the local newspapers to help the community better understand education.

Finalists for the 2009 Distinguished Education Alumni Award

Patrick Bohman (Credential '07, MA '08)

Priscilla Shires Cox (BS '70, Credential '71)

John P. Elia (PhD '97)

Heidi Haugen (BS '86, Credential '88)

Jan Reinert Nahas (BS '71, Credential '72)

Cynthia Swallow Nellums (BA '69, Credential '70)

Madeline Swallow Restaino (BA '71, Credential '72)

Marsha Speck (BA '69, Credential '70)

Arline Thomas (Credential '70)

Special thanks

to Annie's Inc.
for support of this event



Distinguished Education ALUMNI AWARD Selection Committee

Pictured from left to right: Charlotte Kimball (BS '67, Credential '68, MA '69), Sandi Redenbach (BA '72, Credential '73), Sue Davis (BS '72, Credential '73), Sharon Rose (BS '60, Credential '61), Roy Engoron (BA '62, MA '65, Credential '66), Carol Bone (BA '72, Credential '73) and Fadia Desmond (PhD '04). Not pictured: Judy MacDonald (BA '92). For more information about alumni activities, please contact Doreen Strnad at dastrnad@ucdavis.edu or (530) 754-2131.



Meet our **FACULTY**

Michele Fortes



Strengthening Identity and Building a Community of Learners

By Heidi Sciutto

As a teenager, Michele Fortes worked summers at Libby's Cannery in downtown Sacramento. Day in and day out, she labored in the sweltering heat alongside migrant workers who spoke only Spanish or Chinese. "I wanted to talk with everybody, not just the few who spoke English," she said. Fortes decided to learn Spanish. "They thought it was great that this kid picked up some Spanish just to talk with them. It meant more than talking about the weather—we got to know each other."

Now a teacher educator in the School of Education, Fortes brings this experience to her students. "It's one thing to read about cultural differences," she said. "You have to really live it to know what it means."

What began as a teenager's desire to communicate and reach out to people from different cultures has become the backbone of Fortes' teaching approach. Her openness to practices that break down barriers—where students feel safe to stretch themselves intellectually as they get to know and respect one another—has led to her students taking the same practices to their classrooms.

The impetus for being a teacher educator started as a nudge. While Fortes was teaching in Porterville, a rural town in Tulare County, she noticed students that she and her colleagues taught in elementary school were later dropping out in high school. At a California Association for Bilingual Education (CABE) conference, Fortes learned the way districts code dropouts could mask underlying problems. "At that point, I wanted to know what's going on in the system and how it could change to better prepare teachers," she said.

Fortes encountered key people who would serve as mentors in her work. Early in her career, she became involved with the Bilingual Integrated Curriculum Project (BICOMP), an elementary science pilot led by Barbara Merino, UC Davis professor of education. She also met Alma Flor Ada, an award-winning author of numerous children's books and a leader in bilingual education. Flor Ada inspired Fortes to pursue her doctorate. UC Davis was a natural choice given Fortes' family ties in the area and her previous association with Merino. Because

of her bilingual education experience, Fortes was soon teaching and lecturing in this important focus area for the Division of Education.

The Power of Poetry in the Classroom

Fortes credits her colleague, Steven Athanases, for introducing the concept of writing about self to the School's teacher education program. This technique, demonstrated in *Rethinking Our Classrooms: Teaching for Equity and Justice, Volume 2*, encourages teachers to invite students' lives into the classroom as they learn to write poems around the theme "Where I'm From." This activity incorporates the development of poetry writing skills and also brings the class together through the sharing of details in their lives.

In 2007 Flor Ada, the School of Education's first KLC Adler Writer-in-Residence, visited faculty and

students in the teacher education program, including Fortes' classroom. Flor Ada built on the approach of writing about self and suggested that teachers use this poetry in a variety of ways: reading aloud, memorization, writing poems, incorporating arts and poetry, and teaching poems that share common themes.

Flor Ada modeled the approach using Eloise Greenfield's poem titled *I AM*. She read the poem aloud, then asked Fortes' students to write their own I AM poems. Flor Ada also used these to compose a "class" poem, engaging students as a community.

"I could see how it broadened the student teachers' knowledge of specific writing activities that motivate children to write," Fortes said. "Alma provided students with a real role model for writing poetry. They were quite motivated to carry out the activity with their own students, and many of them did later that spring."

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REAL LIFE Tells the Story

Michele Fortes met Mas Hatano in a cycling club, Sacramento Bike Hikers, over eight years ago. During one of their many biking treks, he shared his experiences as a Japanese-American teenager in a World War II internment camp. "I was impressed that Mas could tell his story without bitterness," she said.

Fortes invited Hatano, who is now 80 years old, to speak with her teaching credential class that focuses on cultural diversity and education. He has returned regularly ever since.

"This is a way I can offer a unique perspective to students and help them connect it to today," she said. "I also try to model good teaching by bringing in real people to tell their story. We are so lucky that Mas shares his experiences and his wisdom with us. Students pay attention to that."

During his class presentation, Hatano describes his three years in the Tule Lake camp with early twentieth century images flashing on the screen behind him. "Before we were in the camp, ethnicity was not a big deal to my classmates," he says. "When those of us in the camp returned to Placer County after the war, we were treated differently." He cites several incidents of racism—shootings, arson, business damage—that were prevalent around the country at that time.

"You all will be teachers, right?" Hatano asks Fortes' students. "Remember that you have a tremendous influence on your students. What you say and do will program them for life."



Michele Fortes and Mas Hatano

Michele Fortes from page 11

Upon further reflection, Fortes realized a deeper layer of learning is possible—for both student and teacher—with an emphasis on this type of writing. “I believe the student teachers began to understand that the authentic writing about our lives that we do and that children do, if we let them, does much more to develop writing skills than workbook drills. I think the impact of this focus will also be evident in the more sophisticated writing skills children demonstrate in their work.”

Fortes sees this in her own teaching approach. “As students share pieces of themselves, I learn how to engage them better in class,” she said. “For example, if Brian shared that he likes bugs, I can build a lesson around that or use bugs as an example. He will be more engaged as a result.”

“It’s not all about touchy-feely stuff,” Fortes added. “It really does improve engagement and learning when there’s personal sharing that’s valued.”

Taking Lessons Beyond the Classroom

Fortes has found this approach can be adapted by any teacher to suit different class levels or individual needs. She developed several ideas and presented 10 standards-

“It really does improve engagement and learning when there’s personal sharing that’s valued.”

based strategies in a workshop at the Academic Literacy Summit (see p. 4) that engage students and families in the process of sharing knowledge through writing. Activities included traditional autobiographies and parent biographies along with alternative genre such as “Where I Am From” poems, ABC books, “History of My Name” stories, and parent letter journals. She also presented the benefits of developing meaningful and supportive relationships among students and teachers.

“If my students know that their teacher cares about them, they want to work more and believe in them-



Michele Fortes (front, fourth from left) and her Sacramento Rocket Riders cycling team race to raise dollars for the Breast Cancer Fund.

selves,” Fortes said. “Encouraging more learning is my job as a teacher.”

“It’s important that I get to know my students, that we all get to know each other so we can respect and value what everyone brings,” she said. “I strive to build a community of learners, where it’s safe to take risks, and that needs to be in an intellectual environment where thinking is good.”

The Power of Community Comes Full Circle

The power of a supportive community was critical for Fortes when she was diagnosed with breast cancer in 2006. “Within a 10 day period, I was diagnosed and underwent surgery,” she said. “I realize that every day counts and I’m more mindful of what I say each day. It’s even more important that classrooms are positive places.”

Already active in the Sacramento Bike Hikers cycling club, Fortes formed a cycling team—Sacramento Rocket Riders—to raise money for the Breast Cancer Fund. Fortes also established a breast cancer support group in Sacramento. “I’m thankful to be in remission and know it’s important to have less stress and more down time,” she said. “Most importantly, I don’t sweat the small stuff anymore. Every day, it’s a gift to be able to teach.”



Writing About Self Promotes Community of LEARNING & CREATIVITY

Writing about self helps teachers build on children’s natural love of stories about identity in concrete ways. “It allows children to write about what they know best—themselves and their families,” Michele Fortes said. “And by composing the poems themselves, my student teachers understand the value of such a poem, both personally and in building their classroom community as they read about each other.” Students are also encouraged to include art and collage with their poems to accentuate their meaning.

Study Finds COLLEGE STUDENTS Better Prepared

By Claudia Morain, UC Davis News Service

Freshmen entering California State University, Sacramento, are better prepared to tackle college-level work than they were in 2004, suggesting that a five-year-old statewide program to assess college readiness among high school juniors is paying off.

Those are the conclusions of a new study of California's Early Assessment Program by Michal Kurlaender, an assistant professor of education at UC Davis, and researchers at Sacramento State and the University of Minnesota.

Kurlaender and her co-investigators found a 6 percentage point drop since 2004 in the number of entering Sacramento State freshmen who need remedial

“The Early Assessment Program is a really important and novel educational intervention because it provides students with information and empowers them to better prepare themselves for success in college.”

English, and a 4 percentage point drop in those who need extra classes in math.

Across the 23-campus CSU system, a decline of this magnitude would equal about 2,000 fewer students in remedial math and 3,000 fewer in remedial English courses, a substantial reduction.

At Sacramento State, the decline did not appear to be due to an increase in the number of unprepared students who opted not to apply to college, the researchers report.

“This is perhaps the best part of the story: Students and high schools appear to be using the information from the Early Assessment Program to act in the senior year of high school,” Kurlaender said.

Historically, more than 60 percent of the nearly 40,000 first-time freshmen admitted to the CSU system each year have needed remedial classes in English, math,



Michal Kurlaender

or both—even though all admitted students have taken CSU-required courses and earned at least a “B” grade point average in high school.

To address the problem, the State Board of Education, California Department of Education and California State University instituted an Early Assessment Program in 2004 to offer high school juniors additional information about their college readiness in English and mathematics, with a goal of identifying gaps in time for students to work on them in their senior year.

“The Early Assessment Program is a really important and novel educational intervention because it provides students with information and empowers them to better prepare themselves for success in college,” Kurlaender said.

Kurlaender's co-authors are Jessica Howell, an assistant professor of economics at Sacramento State, and Eric Grodsky, an assistant professor of sociology at the University of Minnesota. The research was funded through grants from the U.S. Department of Education and the Association for Institutional Research.

Toward Rational, Transparent K-12 FUNDING

By Claudia Morain, UC Davis News Service

A team of education, economics and public policy scholars has built a new tool that can quickly assess how a particular school finance reform proposal might impact individual California school districts. The tool can be used to assess any formula that consolidates so-called “categorical” or restricted, special-purpose state and federal funds.

“California currently allocates more than \$40 billion of tax revenue—more than \$1,000 per resident—through a school finance system that is not rational or transparent,” said Heather Rose, assistant professor of education at UC Davis. “Reform is vital, and we hope this model will be a useful tool for legislators and others who are serious about achieving it.”

The model appears as an Excel appendix to a 2008 PPIC-sponsored report, “Funding Formulas for California Schools II: An Analysis of a Proposal by the Governor’s Committee on Education Excellence.” It can be seen at www.ppic.org/main/publication.asp?i=830.

In November 2007, the governor’s blue-ribbon committee recommended consolidating the bulk of the

state’s complex categorical funding mechanisms into just two programs—a base revenue program for all students and a targeted revenue program for disadvantaged students. Each low-income student would receive targeted funds equal to 40 percent of base funds, and each English learner would get 20 percent more than the base. But the committee was not specific about many details.

Using their model, Rose and her co-investigators were able to show that the governor’s committee proposal would, for example, give an extra \$1,000 per pupil to large K-12 school districts with a high proportion of low-income students, versus \$700 for similar-sized districts with fewer poor students.

Other members of the team that created the model are Ray Reinhard, then an education consultant for the Public Policy Institute of California; Ria Sengupta, then a research associate with PPIC; and Jon Sonstelie, professor of economics at UC Santa Barbara and an adjunct fellow at PPIC. Rose is now updating the model with Sonstelie and Margaret Weston, a PPIC research associate, using more recent school funding data.

Featured Honors, Grants and Publications

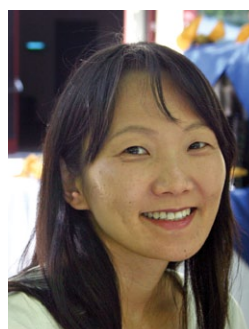
Peter Mundy

Mundy is the recipient of the 2009 Eden Institute Foundation Princeton Lecture Series Fellowship, an autism research career tribute awarded by Princeton University.

Mundy and Ann Mastergeorge, assistant professor in human and community development, will edit a four-volume series titled *Autism for Educators* beginning in 2010.

Mundy holds a five-year grant “Virtual Reality and Augmented Social Training for Autism” that has been designated a priority by the National Institutes of Mental Health. This project is designed to develop virtual reality educational methods that can help very bright children with autism improve social and

emotional regulation skills that will help them learn and adapt in school and vocational settings.



Yuuko Uchikoshi

Yuuko Uchikoshi

Uchikoshi has received a grant from the Foundation for Child Development to conduct a study with Dylan Conger, a professor at George Washington University, on “The Cumulative Effect of the Primary School Experience on English Language Learners.” They will be assessing data from Miami-Dade public schools in Florida.

Walking THE Talk

Innovative Charter School Putting Students in Charge of Their Own Learning

By Donna Justice

Amidst all the discussion about the need to reinvent schools, prepare twenty-first century students, and compete in the global market place, one school is walking the talk.

Only two years old, West Sacramento Early College Prep is doing what only a few schools are doing: providing a truly innovative learning

environment designed to give students a window on the real world of work and college and empower them to imagine the intellectual contributions they can make as adults.

“We feel it’s time to provide a truly different option to students in this community,” said Principal Yolanda Falkenberg, a UC Davis alumna.

Scientists, artists and historians do their work in a variety of settings, often collaborating with professionals from other disciplines, and with a sense of discovery and



Yolanda Falkenberg

excitement about what they will produce. West Sac Prep aims to simulate this world in the classroom.

Typically classroom instruction is focused on a sequence of content provided mainly through lectures and textbooks. Students are expected to demonstrate knowledge of the content through periodic tests. The content is organized by subject, and students are grouped by age to tackle the content sequentially.

Many students are less than engaged in this process and often fall further and further behind as they progress through middle and high school. To break this cycle, West Sac Prep will launch two major innovations next fall.

First, students will be organized into multi-age groups. In fall 2009, the school will add its first class of ninth graders. Students in sixth through ninth grade will learn side by side. Second, learning will be project-based, with teachers serving as advisors, mentors and facilitators.

“At first, some teachers were uncertain about this new direction because it didn’t match how they were taught,” said Falkenberg. “But we have all come to realize there are huge advantages to this approach.”

By organizing learning in this way, the school will keep the student-to-teacher ratio at 20:1. Every student will have a permanent workstation with a



Yolanda Falkenberg shares her thoughts at a school board meeting

computer. One half of the day will be structured around a focus on the humanities (English and social studies) and one half will focus on math and science. Teams of three teachers will travel to the students, enabling the students to build strong peer relationships and the teachers to provide extra support to students who might need it.

Students will have the freedom to propose projects that will delve deeply into topics that interest them in science, math, history, language arts and other subjects. In the process, students will learn about time management, how to scope out a project, how to conduct real world research, and how to ensure they are accountable for their work. Students will track their progress daily on their own Web sites.

According to Falkenberg, the whole design takes into account the need to ensure that all students meet the entrance requirements for California State University and the University of California.

“Traditional instruction is failing so many kids, especially those who come from poverty,” said Falkenberg. “From just the few opportunities we’ve taken to assign projects and encourage peer learning, we have seen wonderful gains. Students are on task, thoughtful, and eager to tackle any number of subjects.”

Falkenberg and her staff are not alone. West Sac Prep was founded and is managed by the School of Education, Washington Unified School District and Sacramento City College. UC Davis faculty and students meet regularly with teachers at the school to talk about challenges and the efficacy of different approaches to instruction. For instance, they are working together to design a rubric for assessing student performance in the project-based environment.

“It is such a pleasure working with Yolanda and her staff,” said Harold Levine, dean of the School of Education and chair of West Sac Prep’s board. “They are brave, honest and willing to rethink everything for the benefit of their students. Most significant, though, is Yolanda’s leadership and vision. We would not be so far along without her at the helm.”

Falkenberg knows a few things about teaching and leading in challenging environments. Her first teaching job put her in a sixth-grade classroom

with bullet holes in the walls and broken windows. Later as a vice principal, she spent much of her day breaking up gang fights in the school parking lot. Through it all, she kept her focus on the students and did her best to serve as a calm and encouraging presence. After serving as principal of a middle school in Dixon for three years, she became principal of West Sac Prep in March 2008.

“This is the job for me,” said Falkenberg. “I live in this community, and this is a population of students I love to work with, those who have sometimes been overlooked by the school system but who have such a desire to get ahead. It’s my job to make that happen.”

West Sac Prep is accepting applications for sixth through ninth grade students. For more information, send your questions to info@wsecp.org or call (916) 375-7680.

“It has been such a great opportunity to come to this school. It’s different from others; it’s quiet and small, and teachers give the students a lot of attention. I am really excited about high school next year. It is all going by so fast, like a blink of the eye. One minute you’re in grade school and the next minute you are in high school.”

– Sarah (below), eighth grader who is planning for a career in medicine



“The highlight for me this year was the science master’s thesis. I wrote a research essay on the cell phone and how it has influenced society. It was really challenging and not something I would have been asked to do in regular school because they always assume I’m not prepared.”

– Bradley (above), eighth grader who is planning for a career in law

How the CHARTER SCHOOL Helps Inform Research

Faculty members at the School of Education are excited about the possibilities at West Sacramento Early College Prep. As part of the relationship the School has with the charter school, opportunities emerge for them to develop project-based learning approaches and they are eager to learn what the students may teach them as well.

For example, a six-week biology enrichment class was recently led by Lin Xiang, a PhD student, and Cindy Passmore, assistant professor and Xiang's advisor. The unit used a computer program that models and "simulates" natural selection. If students program certain variables into the model, brown bears might become polar bears over the course of many simulated generations. Depending on the variables, the bears might also stay brown. Using the simulation, students learn terms such as "variation" and "mutation" in order to investigate an interesting problem, rather than merely memorizing the definitions of the terms. Xiang's research will explore if the approach fostered deeper learning of the natural selection concepts as a result.

Tobin White, assistant professor of mathematics education and the learning sciences, is investigating how collaborative problem-solving among students using portable devices (Texas Instruments calculators) can increase learning in algebra. With a \$650,000 grant from the National Science Foundation—a prestigious Faculty Early Career Development (CAREER) Program grant—



Cindy Passmore, center

"I recently had an opportunity to visit WSECP and observe a science class learning about evolution. I was highly impressed by the inquiry-based learning approach which kept every student interested and actively participating. The students were using new vocabulary as a natural part of discussion; as an educator, I appreciate the progression from the passive approach of lecturing to the class toward a student-focused teaching model that engages everyone."

— Mohini Jain, retired science educator



Tobin White, right

White will investigate over the next five years whether this approach can provide students with a deeper understanding of algebra.

"This sort of two-way learning is what we hoped for when we were planning the new charter school," said Dean Harold Levine. "We wanted the school to be a place where university researchers could work with teachers to develop new approaches to instruction and discover new insights into what really matters in classrooms."

IISHWARA "IISH" RYARU:

Preparing for a CAREER in Education Policy Leadership

By Heidi Sciutto

After nearly a decade in education, Iishwara Ryaru is finding that his work as a student in the School's EdD program is changing the way he thinks. And he likes it.

Ryaru says that the Capital Area North Doctorate in Educational Leadership (CANDEL) program has fundamentally changed his approach to leadership in education. He is one of eight students set to graduate from the second cohort of the CANDEL program, a joint effort with Sonoma State's School of Education.

"I have some friends who have been through law school, and all of them have said the same thing about their law school experience: it changes the way you think," Ryaru said. "I have found the same to be true as a result of my experiences in the CANDEL program. I have really started to think about leadership in a different way."

"I am passionate about the idea of effecting change in the educational system," he said. "I have wanted to learn about ways to change educational systems to make the educational experience more engaging and rewarding for all students. That focus in systems has led to a fascination with policy development and an interest in how state and federal policies impact students and staff in the local context."

When Ryaru entered the CANDEL program, he was the principal of the first community day school in the Novato Unified School District. While pursuing his doctorate, he took a new position at the district level as director of educational assessment, accountability, and specialized programs.

"(This position) has provided me with an opportunity to see first-hand how categorical funding policies and assessment policies play out in the local context," he said.

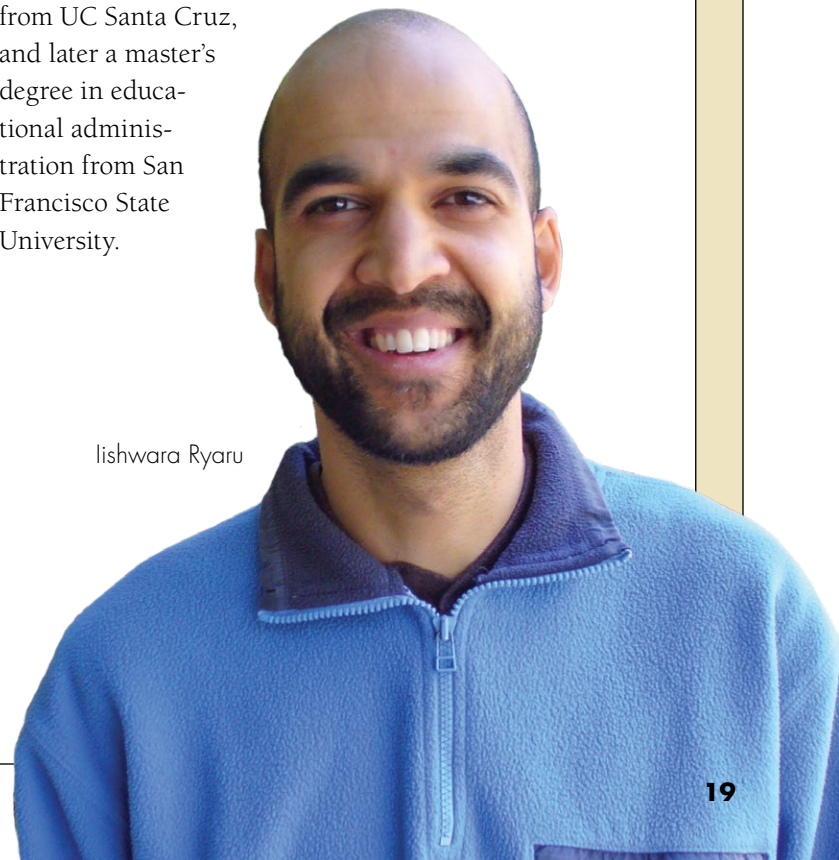
In looking forward, Ryaru hopes to have an impact on policy, whichever career path he follows. "If it is a district superintendent position, depending on the interests and goals of the Board, I may be able to pursue policies

at the state level that support local interests," he said. "If I work in Sacramento, the focus may be on specific curricular or system structure issues."

"Before I started the program, I was interested in the power of great, important figures, and how they created a catalyst for large groups of people to take action," he said. "Since I started the CANDEL program, I have learned about the power of leaders who do not necessarily conduct their daily affairs under the public spotlight. Though I still value action and articulate orators, I have also found myself interested in supporting the leadership of large groups of people. I wish to find ways that groups and communities can be involved in identifying and responding to needs at the local, state, and federal level. I am also concerned how multiple voices are brought to bear on policy matters, and how diverse perspectives can be taken into account when important decisions are made that impact education, and other societal issues."

Ryaru earned a bachelor's degree in history and a master's degree in teaching from UC Santa Cruz, and later a master's degree in educational administration from San Francisco State University.

Iishwara Ryaru



Outstanding Graduate Student TEACHING AWARD

Shannon Cannon, who is pursuing her doctorate in Language, Literacy and Culture, received the 2009 Outstanding Graduate Student Teaching Award at a ceremony on April 6. On behalf of the Graduate Council, the Office of Graduate Studies, and the Teaching Resources Center, Chancellor Larry Vanderhoef presented the award to Cannon and 11 other UC Davis graduate students for their contributions to teaching and learning on the campus.

“Teaching in the multiple subject credential program has been such a rewarding experience,” Cannon said. “I am sincerely grateful for the opportunity it has given me to work with such wonderful faculty and students. Being recognized for doing what I am passionate about is an amazing honor.”



Shannon Cannon

Student Conference Presenters RECEIVE GRANTS

The Graduate Group in Education (GGE), with support from the Office of Graduate Studies, awarded grants to 16 graduate students for conference presentations in 2009, more than double the number of students in 2008.

The Graduate Group in Education (GGE) Conference Presenter Awards were granted to students who, individually or as a co-author, proposed a paper for a conference, were accepted to present their project, and submitted a budget to the selection committee. “The students can use the award for any purpose they see fit,” noted Mary Reid, PhD coordinator. “However, they usually apply the award towards conference registration and traveling expenses.” The typical amount awarded was \$800 for each student; for students who had additional funding sources, the typical amount awarded was \$400.

“This represents a major accomplishment for our students and a recognition of the maturity of their scholarship,” said Professor Steven Athanases, GGE Chair.

The 2009 awardees are:

Manuelito Biag	Mong Thi Nguyen
Hsiao-Chi Chang	Luis Ramirez
Emily Evans	Julia Svoboda
Nancy Ewers	Daniela Torres-Torretti
Kimberly Ferrario	Jisel Vega
Elizabeth Gilliland	Juliet Wahleithner
Connie Hvidsten	Matt Wallace
Michael A. Lawson	Lin Xiang

CRESS Establishes Education Partnership Consortium

New Director's Vision Focused on Youth

By Donna Justice

Staking its claim as a regional leader in whole school change initiatives, the School of Education's CRESS Center has established the Education Partnership Consortium. Vajra Watson is the Consortium's first director.

Her charge, in part, is to help the campus and its school partners make sense of all the services and programs UC Davis offers to K-12 schools, students and teachers. In turn, Watson can serve as a guide to teachers, principals and district administrators in assessing their collaboration with UC Davis and other service providers.

"Some schools have so many university programs on their campuses that they suffer from reform burnout," said Watson. "I hope to help them by holding up a mirror and assisting them in doing some deeper analysis of

"...learning must always be student-centered, especially for kids who have disengaged from school."

the challenges they face in the education of their students and how best to use university resources to address those challenges."

Watson's vision goes far beyond the walls of schools to reach into all aspects of the lives of youth and those who influence them. Watson thinks that UC Davis has a unique opportunity to serve as a catalyst for programs and strategies that can raise the goals and the accomplishments of youth all over the region who have been left behind by the school system.

"This campus is within a 30 mile radius of rural, suburban and urban environments," said Watson. "This gives us access to vastly different communities, and I am interested in what cuts through. We can go way beyond theorizing about whole school change by introducing programs and interventions that make a difference today."



Vajra Watson

One of the first programs Watson launched is Sacramento Area Youth Speaks (SAYS), designed to support the improvement of underperforming schools through student literacy development and teacher professional development. Organized through a youth-led steering committee, SAYS invites poet-mentors to visit schools and lead writing workshops. Parents, teachers and school administrators participate on the steering committee, but youth lead the entire effort.

Watson, who describes herself as an "activist scholar," says, "Larger system changes need to be teacher-driven, but learning must always be student-centered, especially for kids who have disengaged from school. We need to shift our approach and hook students with opportunities to speak their truths. If you can't reach them, you can't teach them."

Watson knows something about the power of forging her own path. Raised in a low-income family with no experience in higher education, Watson entered high school with no plans to go to college. She ended up graduating valedictorian of her high school class and

continued on page 22

Young Leader Recognized for OUTREACH TO YOUTH

By Heidi Sciutto

For her involvement with youth in schools and community-based organizations, Kindra Montgomery was recognized as one of “30 Under 30” Young Leaders by The Sacramento Observer Media Group at Black Expo '09 in February.

As associate director of training and technical assistance for the Center for Community School Partnerships (CCSP) at the School of Education’s CRESS Center, Montgomery works to address issues of youth equity and access while engaging systems that impact them.

“What a huge honor,” Montgomery said. “I am so blessed to serve in this field that’s an intersection between schools and communities. I feel privileged to be ‘bilingual’ in these two areas, and this award helps amplify the need for community partnerships that are so critical right now.”

The “30 Under 30” award recognizes over a decade of Montgomery’s efforts with community-based organizations to support young leaders, develop and implement strategic plans, and provide training to youth groups. Her work includes coordination of Healthy Start trainings, supporting youth development in the REACH Youth Media Project, and helping youth boost their literacy through spoken word in poetry “slams” organized by Sacramento Area Youth Speaks (SAYS), another project housed in CRESS.



Kindra Montgomery

“This is such a distinction for Kindra,” said Renée Newton, director of CCSP. “The award speaks to how highly regarded she is by her professional colleagues, but even more importantly, it recognizes Kindra’s deep commitment to improving access to education and quality of life for youth in the Sacramento region.”

CRESS Establishes Education Partnership Consortium

from page 21

teaching for a time at her alma mater, Berkeley High. She graduated from UC Berkeley and earned a doctorate in education from Harvard.

She credits culturally relevant courses, like Chicano and African-American Studies, offered at her urban high school in Berkeley, California, and “some amazing teachers” for her success.

On May 15, more than 300 high school students from Twin Rivers and Sacramento City Unified school

districts attended a SAYS workshop and poetry competition (or slam) at UC Davis. On May 16, 50 teachers participated in an intensive professional development workshop to translate what they learned from their students’ participation in SAYS into action in the classroom.

For more information on SAYS, visit the Web at sacareayouthspeaks.org.

POLICY CENTER HOSTS Executive Leadership Forum

How can district offices reinvent themselves to support education leadership and effective teaching in the 21st century?

The Center for Applied Policy in Education (CAP-Ed) hosted the Superintendent Executive Leadership

In June, participants will “build” a district with the optimal characteristics to support high-quality instruction and school leadership.

Forum (SELF) to generate a new vision. In a series of sessions, the forum engaged prominent educators, thinkers, scholars and researchers to work directly with a regional cohort of selected California superintendents.

They discussed developing how school district offices can support and enhance effective leadership and instruction at school sites.

Session I: “Leadership and Sustainability,” held in January, focused on quality leadership as an essential to systemic reform. Michael Fullan of the University of Toronto, an education reform expert, discussed the challenges of systemic reform and sustainability.



Michael Fullan

Session II: “Elements of Effective Organizations,” held in March, focused more explicitly on effective district organization to support high-quality instruction and facilitate school level leadership. Richard Elmore of Harvard University, a researcher on schools as organizations and director of the Consortium for Policy Research in Education (CPRE), discussed his work with Connecticut superintendents as they work to transform their districts.



Superintendents discuss ideas during a break

Session III: “What Districts Need To Do To Support Effective Instruction and Leadership,” held in May, evolved from the work of the first two seminars while focusing more specifically on the district office’s role in supporting effective instruction and leadership. Meredith Honig of the University of Washington (UW), a senior fellow at the UW Center for Educational Leadership and formerly with the California Department of Education, shared her recent research on the role of urban school district central offices to innovate and collaborate while expanding students’ learning opportunities.

In June, participants will “build” a district with the optimal characteristics to support high-quality instruction and school leadership. Susan Moore-Johnson, professor at the Harvard Graduate School of Education and director of the Project on the Next Generation of Teachers, will present a review of several case studies.

ARTSBRIDGE Links to CRESS Center

By Holly Ober

In fall 2008, UC Davis ArtsBridge moved from the Mondavi Center to join CRESS as a new arts education program. ArtsBridge integrates the resources of CRESS, the UC Davis Departments of Theater & Dance and Music, and the Mondavi Center for the Performing Arts, providing hands-on arts education for K-12 students and professional development for classroom teachers. Led by Director Lara Downes, an accomplished pianist, ArtsBridge is part of a network of 22 universities in 13 states that confronts the elimination of the arts from K-12 schools.

In fall and winter 2008, ArtsBridge presented a new initiative, Shakespeare Alive, to third- through twelfth-grade public classrooms in Sacramento and Yolo

counties. Shakespeare Alive brought scholars and actors from the UC Davis Departments of English and Theater & Dance into classrooms to teach language and theater arts using Shakespeare texts and themes.

During the spring, ArtsBridge partnered with Sierra North Arts Project (SNAP) and Sacramento Area Youth Speaks (SAYS) in the development of a theater and spoken word project to promote literacy and social activism within at-risk high school communities.

To learn more about ArtsBridge, visit artsbridge.ucdavis.edu.



Lara Downes

Centers and Programs Contact Information

Center for Applied Policy in Education

CAP-Ed, a nonprofit, education policy and research center, informs the development and implementation of education policy in California, bridges the divide among researchers, practitioners, and policymakers, and delivers timely research, analysis, and assistance to those in schools, districts, and the capital.

Contacts:

Thomas Timar, Professor and Director
530) 754-6654 / tbtimar@ucdavis.edu

Julie Maxwell-Jolly, Managing Director
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CRESS Center

The Cooperative Research and Extension Services for Schools (CRESS) Center administers core programs funded by the University (the Collaborative Research Grants program, Teacher Research program, and

a publication program), and a significant array of externally funded programs including four California Subject Matter Professional Development Projects and the Center for Community School Partnerships.

New initiatives outlined in the CRESS Strategic Plan include school site leadership development, program evaluation, and participation in an emerging P-16 alliance of higher education, K-12, and business and labor for the greater Sacramento region.

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Terry Westover, Director
Center for Education and Evaluation Services
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ALUMNI RECEIVE National Certification

Three alumni have earned National Board Certified Teacher status recently: Douglas Green (BS '93, Credential '95), Dianne Halsey (Credential '03, MA '04) and Sheree Johnston (Credential '04, MA '05).

National Board Certification is awarded by the National Board for Professional Teaching Standards (NBPTS). According to NBPTS, like board-certified doctors and accountants, teachers who achieve National Board Certification have met rigorous standards through intensive study, expert evaluation, self-assessment and peer review. Since 1987 nearly 74,000 teachers have achieved National Board Certification. Joseph Aguerrebera, president of NBPTS, spoke last year as part of the School's Distinguished Educational Thinkers series.



Sheree Johnston

ALUMNI Briefs

Emily Prieto

(BS '02, MA '05, PhD '07)

Emily Prieto is director of the Latino Resource Center at Northern Illinois University and was featured in the spring 2008 issue of *ADELANTE!* a newsletter created by the National Hispanic Science Network and the Summer Research



Training Institute. In November 2008 Prieto was selected to participate in the Fulbright Specialist Program and will be traveling this summer to the University of Ibadan in Nigeria. Working with the Department of Religious Studies, she will collaborate with several of the senior lecturers to review the educational materials of religious studies and sociology/ethics. She will also collaborate on research focused on how community-based leaders in Nigeria affect or influence sexual behavior that may provide protection against HIV. While at UC Davis, Prieto won the Walker Award for Outstanding Academic Staff Adviser for 2005.

Catherine McGuinn

(Credential '97)

Catherine McGuinn owns Kid Gardens, a business in South Carolina that designs, installs, and maintains gardens designed for children. She designs these



edible organic gardens for individual homes, schools, hospitals, and day care centers. According to McGuinn's Web site (kidgardens.com) the gardens are "spaces where children can be free to discover the joys of gardening and participate in the gardening experience without fearing that they will love the plants to death." McGuinn, who also holds a master's in horticulture, is an expert in creating "therapy gardens," designed to "strengthen an individual's bonds with society and the natural world."

Brian Shay (Credential '02)

Brian Shay was selected "Teacher of the Year" for the San Dieguito Union High School District this spring. He is a candidate for San Diego County Teacher of the Year.

In Memoriam

Lloyd Lacy Livingston (BS '50, Credential '51) died in January at his home in Palo Cedro. He was 87. Livingston attended UC Davis on a GI Bill where he studied agriculture. He taught high school agriculture for over 10 years. In 1962, he was appointed dean of vocational education at Shasta College. He retired in 1983.

Adolph F. "Bert" Bertoli (BS '58, Med '61) died in Santa Rosa last July. He was 73. He worked as an agriculture teacher, football coach, administrator and school board member in the Analy Union High School District for 33 years. He was also a winemaker, vocational rehabilitation counselor, and a real estate appraiser.

Edd ALUMNI Share Expertise at Leadership Forum

At a forum in March on leadership and learning in California community colleges, six 2008 graduates of the Capital Area North Doctorate in Educational Leadership (CANDEL) program presented research and recommendations on managing change and student learning at the community college level.

“These are some of the best and brightest educational leaders in our region,” said Professor Paul Heckman, associate dean and CANDEL co-director. “It is encouraging and gratifying to think that the work they did as students of the CANDEL program contributed, at least in some small way, to their scholarship and growth as leaders. We are all better off for having them out there in the trenches.”

The forum, sponsored by the Los Rios Community College District, UC Davis School of Education, and Sonoma State University School of Education, included presentations and a panel discussion.

The presenters and presentations follow:

Kris Abrahamson, dean of liberal arts & sciences, Santa Rosa Junior College. “*The Challenge of Change: Reinvigorating a Student Learning Outcomes Initiative at One California Community College*”

“These are some of the best and brightest educational leaders in our region. It is encouraging and gratifying to think that the work they did as students of the CANDEL program contributed, at least in some small way, to their scholarship and growth as leaders.”

– Paul Heckman, professor, assistant dean and co-director of CANDEL

William Karns, vice chancellor of education and technology, Los Rios Community College District. “*Vice Presidents’ Transitional Considerations*”

Kimberlee Messina, dean of technology, engineering & mathematics, Santa Rosa Junior College. “*CA Community College Deans: An Endangered Species?*”

Rachel Rosenthal, vice president of instruction, Sierra College. “*Those Who Would Not Serve: Factors Affecting Community College Faculty Members’ Interest in Applying for Administrative Positions*”

Ben Seaberry, executive dean, information technology & services, Diablo Valley College. “*A Case Study of Student and Faculty Satisfaction with Online Courses*”

Debbie Travis, vice president, instruction, Sacramento City College. “*Longing for Learning: An Exploration of Collegial Inquiry*”



Rachel Rosenthal, Ben Seaberry and Debbie Travis

TIRELESS ADVOCATE for Education

By Donna Justice

Meg Stallard (BA '68) is passionate about "keeping the 'public' in public education." This passion has led her to devote most of her adult life to the advancement of schools, teachers, students and her alma mater, UC Davis.

Stallard, founding chair of the School's Board of Advisors, began her career as a kindergarten teacher and reading specialist. Her service to public schools in Yolo County and to the work of the university is impressive. She served 13 years on the Woodland Joint Unified School District's board of trustees. She was on the Cal Aggie Alumni Association Board for seven years, two of them as president. She now serves on the UC Davis Foundation board, as well as numerous other committees and boards on campus.

In 2004, she and her husband, Tom (BA '68, JD '75), received the Jerry W. Fielder Memorial Award in recognition of their service to the alumni association, the UC Davis Foundation and the university.

As board chair for the past five years, Stallard has provided important guidance to the School and invaluable leadership in garnering support for the School.

In a recent interview, Stallard reflected on the growth and future of the School and the role of the Board of Advisors.

What is the board's role?

We serve as a sounding board and as advisors to the dean. We have one foot in the community and one foot in education. Our strength is that we all come with different perspectives. Some are leaders in education, others are business leaders, and others are leaders in government. We have lively and rich discussions, happy to talk about substantial issues and share our insights. Through their own giving and encouraging gifts



Meg Stallard

from others, the board exemplifies philanthropic leadership for the School.

How would you describe the evolution of the board and the School?

The School has really broadened its outreach. I think the dean's goal from the beginning was to really get out into the community, and the School has certainly done that. The board has grown and diversified over time, too. At first, most of us were from the world of education. Now we have folks from many different backgrounds and sectors. We've made a real effort to bring in different voices. This is so important because the community at large has a vested interest in what we do at the university to impact public education.

Especially during these tough economic times, when schools and educators are prone to get a bad rap in the press, it is important to have community representatives who have a good feel for what is really happening in public education. Our work on the board gives us a first-hand glimpse into classrooms and schools, and we then are better equipped to be advocates for the School and for education in general.

What do you hope for looking forward?

I am excited about more opportunities to see what is happening in schools first-hand. I am also eager to see how the research done at the School is paying off in better teaching and student achievement.

Most importantly, I think what the School is doing, and will continue to do so well, is generate more excitement among teachers. Teachers can grow weary over time, but if a cadre of teachers is excited at a school, then I believe everyone gets excited. As more and more teachers graduate from the School and go out into the community, they will bring that excitement to their colleagues.

Why do you stick with it?

I feel a personal connection to the dean, as I think all of the board members do. It is just fun to work with Harold because he has such a positive vision. He knows how to energize people about the possibilities. He makes us all want to do more.

Governor Appoints GLEN THOMAS Secretary of Education

Glen Thomas, a member of the School's Board of Advisors, is California's Secretary of Education, appointed by Governor Arnold Schwarzenegger in January. Citing Thomas' 30 years of experience as a teacher, administrator and education consultant, the governor said Thomas "shares my dedication to quality education for every student."

Thomas has held a number of positions, responsible for everything from teacher training to curriculum development to serving on the commission that created the state's high school exit examination. His most recent leadership role (from 1998 to 2006) was as the executive director for the California County Superintendents Education Services Association, the statewide network of California's 58 county superintendents of schools.

An advocate of arts education, Thomas helped secure a Hewlett Foundation grant to promote the visual and performing arts, and he also worked in creating a statewide infrastructure for the arts through the county offices of education. Thomas also staffed a statewide task force on the arts (co-chaired by the State Superintendent of Public Instruction and the Secretary of Education).

Thomas started his teaching career in Modesto in 1970 working with the children of farm laborers in migrant education. He later worked for the Modesto City School District as a teacher from 1971 to 1974.



Glen Thomas

FRANCISCO RODRIGUEZ Takes Helm at MiraCosta College

Francisco Rodriguez, a member of the School's Board of Advisors, was appointed superintendent and president of MiraCosta College in January and started his tenure with the community college on March 1.

He began his community college career in 1997 at Woodland Community College in the Yuba Community College District, where he served as associate dean of Instruction and Student Services, and executive dean.

In 2003, Rodriguez was appointed president of Cosumnes River College in Sacramento. Prior to beginning his community college career, he worked for 12 years in Student Affairs at UC Davis serving in various capacities, including student outreach and undergraduate admissions, student leadership



Francisco Rodriguez

programs and activities, and diversity education. While at Cosumnes River College, Rodriguez also taught in the graduate program in educational leadership at Sacramento State University.

In addition to his service on the School's advisory board, Rodriguez's community service includes leadership and volunteerism with the California Community College Commission on Athletics and the Elk Grove Rotary Club, among other organizations.

Rodriguez is the former president of the Chicano/Latino Alumni Chapter, as well as the former president of Cal Aggie Alumni Association (CAAA). He has also served on the board of trustees for the UC Davis Foundation. He was recognized as the Elk Grove Citizen's Man of the Year for 2007.

Born and raised in San Francisco, MiraCosta President Rodriguez is a first-generation college graduate. He has a PhD in education with an emphasis in community college leadership from Oregon State University, and a master's degree in community development and a bachelor's degree in Chicano studies from UC Davis.

School of Education Board Member Appointed to CAMPUS FOUNDATION BOARD

Diane Fiddymment, a member of the School of Education's Board of Advisors, was appointed to the UC Davis Foundation board this spring.

Fiddymment is an active member of her community in the Bay Area. She serves as President Emerita of the board of directors for Big Brothers/Big Sisters of the



Diane Fiddymment

North Bay. She was recognized for her service in 2007 with a Heart of Marin Award for Excellence in Board Leadership for Corporate Community Service. She has also built a primary school in Nepal and co-founded Rungee Chungee imports to market Nepalese hand-crafts. Fiddymment retired from the Pacific Exchange (prior to its buyout by the New York Stock Exchange) where she was an independent market maker.

Her service on the School's board and the Foundation board is an extension of her commitment to excellence in education from elementary through higher education in California and the world.

UC Davis School of Education Board of Advisors

Jorge Ayala

Superintendent,
Yolo County Office
of Education

Christopher Cabaldon

Mayor, City of West
Sacramento

Davis Campbell

Trustee, Yolo County
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Herb Cross

Vice President,
Lyon Realty

Diane Fiddymment

President Emerita,
Big Brothers/Big Sisters
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Margaret Fortune

President and CEO,
Project Pipeline Trustee,
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Richard Fowler

President and CEO,
The Community
College Foundation

Mark Friedman

President, Fulcrum
Property Corporation

David Gordon

Superintendent,
Sacramento County
Office of Education

David Murphy

Retired Superintendent

Gary Nelson

Chairman and CEO,
The Nelson Family of
Companies

Francisco Rodriguez

Superintendent and
President, MiraCosta
College



A few board members take a break from an early morning meeting. Pictured (left to right): Jorge Ayala, Dr. Lou Vismara, Harold Levine, Davis Campbell, Meg Stallard, Margaret Fortune, Dave Gordon and David Murphy

Meg Stallard

Chair, School of Education
Board of Advisors, and
Trustee and past chair of
the UC Davis Foundation

Mary Catherine Swanson

Credential '67, Founder,
Advancement Via Individual
Determination (AVID)

Glen Thomas

Secretary of Education,
State of California

Louis Vismara, MD

Policy Consultant to
Senator Darrell Steinberg,
President Pro Tempore

Thank You

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

We are grateful for every gift and are dedicated to helping our donors find ways to accomplish their goals through charitable giving. Each gift, whether to the annual fund, to create a permanent endowment, or as legacy giving through estate planning, represents "doing what matters."

Two NEW FUNDS Established

Our faculty and staff experience daily what the School of Education is doing to make a difference. To support these efforts, over fifty current and former faculty and staff have made their own gifts, including for these two new funds.

New Fund to Honor Faculty and Benefit Students

Emeriti and retired faculty have joined together to establish a fund to honor former colleagues from the department, division, and now School of Education—and at the same time to provide support for future students through scholarship funds.

The Education Faculty Fund recognizes that faculty, staff, and often especially former students appreciate the opportunity to show their gratitude for people who have made a difference in their lives and careers. Faculty and alumni have already made gifts to honor several former professors. The goal is to create a permanent endowment, leaving a legacy from which future generations can benefit. Donations to this fund can be made online at giving.ucdavis.edu/EducationFaculty.

Assistant Dean Establishes Fund to Support Autism and Education

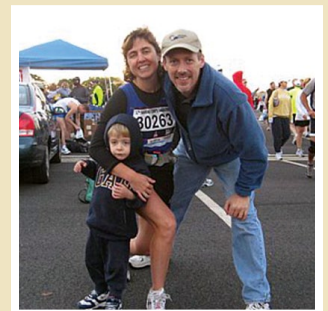
Marie Carter-Dubois, assistant dean and mother of three school-age children, has established a fund to support the School's efforts in finding the most effective ways to help children with autism succeed in school.

The fund will strengthen the School's ability to connect the latest research on neurodevelopment and education with school classrooms. Peter Mundy, a national leader in autism and education, joined the School last year to lead this effort. Mundy also holds the Lisa Capps Endowed Chair in Neurodevelopmental Disorders and Education at the UC Davis M.I.N.D. Institute and serves there as director of educational research.

"I feel strongly that the School is poised to take the lead in education and autism," said Carter-Dubois, whose ten-year-old son was recently diagnosed with high functioning autism. "Teachers are the first witnesses of children's social behavior. They need to be trained, supported and confident enough to discuss the possibility of high functioning autism and Asperger syndrome with parents."

Carter-Dubois will run in the 2009 San Francisco Marathon in July to raise awareness and support for this fund. Donations to this fund can be made online at giving.ucdavis.edu/SchoolEd/Autism.

To support either of these funds or for more information on giving to the School, please contact Jon Parro at jparro@ucdavis.edu or 530-754-7024.



Marie Carter-Dubois (center) with husband Jason and son Terence

Founding Dean Looks to the Future

While working to make a difference today, Dean Harold Levine is also thinking about tomorrow and how the School can do more to make lives better through education. To help provide for that tomorrow, he has included the School in his own estate plans. “We all have an opportunity to accomplish something important with what we give to the next generation. Supporting what the School is doing—through the work of faculty, students, staff, and alumni—is something I am proud to be able to do,” said Levine.

Donations to Annual Words Take Wing Lecture Provide Tickets for Schools

More than 20 people and organizations made \$3,400 in donations to support the purchase of tickets for children to attend the School’s Words Take Wing children’s literature lecture this year. In all, nearly 1,000 students and adults attended the lecture by Poet Francisco X. Alarcón and Artist Maya Christina Gonzales on January 28.

Several children wrote thank you notes to the donors.

“Dear UC Davis Friends,

Thank you for donating tickets for us to see the poet Francisco Alarcón. I learned how poets come up with poems because they see things like animals, fences, people, cats, dogs, grass, fruits, and all kinds of things. I felt excited because this was my first time going on a field trip at this school. I saw two poets, lots of kids, so many chairs, and all kinds of hair styles. Thank you for giving me the chance to see the first poets that I’ve ever seen in person.”

Letter from an elementary school student who attended the lecture thanks to donated tickets.

Annual Fund Makes a Difference

Each spring, UC Davis students phone our alumni to ask for their support. Thank you to our many alumni who have said, “Yes!” We are especially grateful to our alumni who renewed their giving this year—you more than doubled your average gift—and to the many donors who made their first gift. All of you have helped to support future educators through scholarships made possible by your giving.

If you have not yet given and would like to make a difference in education, you can give to the School online at education.ucdavis.edu/giving. Thank you very much for your generosity and your commitment to making a difference!



“I was gratified by the student callers’ enthusiasm for talking with our alumni,” said Dean Harold Levine, pictured here with Liseth Perez, an Annual Fund caller and third year Spanish major with an Education minor. “To a person, callers told me that our alumni are among the friendliest they talk with all year. The students are also inspired by their conversations with our alumni and impressed with how engaged in and well-informed they are about what the School is up to.”

Discover what **MATTERS**

NOTHING MATTERS MORE TO OUR STUDENTS THAN

Becoming CREATIVE and COMPASSIONATE Educators

The students in the School of Education come from all disciplines and walks of life. The one characteristic that binds them all is a passion for making a difference for teachers, students and communities.

Our graduates are leaders and scholars whose practice and research address a wide range of issues critical to education. All are prepared to take leadership roles in advancing research and scholarship, strengthening teaching and learning, and advocating for all learners.

At the UC Davis School of Education, our students are shaping a world where teaching and learning are an art, a science and a source of joy.



Photo by Neill Michel/Axiom Photography

Calendar

For more details on this and other events, visit education.ucdavis.edu.



School of Education Graduation Celebration

June 10, 2009 – 4 p.m.
Jackson Hall, Mondavi Center