

Catalyst

FALL 2009



Introducing the Dolly and
David Fiddyment Chair in
Teacher Education

page **16**

Facing Challenges THROUGH Innovation

“We must be bold in putting the power of our innovation to work...”



Photo by Neil Mitchell/Avicam Photography

Dean Harold Levine

Fall is always a hopeful time at UC Davis. Students are returning, the weather is welcoming, and everyone is eager to begin anew. Nowhere is this more the case than at the School of Education. Our faculty, students, staff, and alumni are among the most innovative and forward-looking people in a state renowned for these traits.

At the same time, it is also important for us to acknowledge the financial challenges we face, and to ask you to become our advocate. On page 12, I outline my concerns about the impact budgetary cuts are having on the School and on education throughout the state. We also share four faculty perspectives on the importance of adequate funding for your university. I invite you to let me know your thoughts as well.

I am encouraged by our new chancellor's affirmation that this situation provides an opportunity to be bold, to ask tough questions about how we do our work, and

to create new and better ways to accomplish our goals. I have every confidence the School of Education is up to the challenge. Among our greatest strengths is the courageous spirit of our alumni, donors and friends. You share our vision for building a School of Education that is committed to marshaling its resources and expertise to effect and support change in public schools. This is clearly expressed in the support we receive from so many of you. It is my great pleasure to honor your financial support in our annual honor roll (p. 29).

Now more than ever, we must roll up our sleeves and work with schools to ensure they are ready to meet the growing demands for change and improved student performance.

“America’s schools need innovation,” America’s Secretary of Education Arne Duncan recently said. “Educational innovation should not be confused with just generating more great ideas or unique inventions. Instead we need new solutions that improve outcomes and that can, and will, be used to serve hundreds of thousands of teachers and millions of students.”

Clearly, despite all the challenges, no one in education can afford to be timid. We must be bold in putting the power of our innovation to work, not only to serve the immediate needs of schools in our region and state, but also to create national models of excellence.

In this issue of the *Catalyst*, you will find numerous examples of the School’s innovative approach and commitment to doing what matters in the field and in the academy— from our Young Scholars Program (p. 18), which provides high school students with unique



Photo by Karim Higgins/UC Davis

Dean Harold Levine asks students at West Sacramento Early College Prep to share their goals during a recent visit.

access to world-class researchers and the opportunity to participate in their research, to our faculty’s vision for transforming teacher education (p. 16), and our contribution to a national and state conversation on how to meet the needs of all learners and ensure America’s leadership in innovation and technology (p. 5).

We share this issue with you in celebration of the School’s innovative spirit, and in gratitude for the crucial support of our alumni, donors and friends. ❧

in • no • vate

Verb: To introduce
To effect a change
To do something in a new way

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Patrick Bohman

Young Alumnus Brings Zeal to Career Technical Education Path

By Heidi Sciutto

Starting his third year as chemistry teacher at Arthur A. Benjamin Health Professions High School (HPHS), Patrick Bohman is knee-deep in initiative.

“We’ve been trying out new strategies and models,” he said and laughed. “Now I have to find a way to make them sustainable.”

HPHS, a unique small high school in the Sacramento City Unified School District, opened in fall 2005 to all

“Nothing matters more to me than making my students feel successful.”

students in the Sacramento region interested in pursuing health care as a career. Bohman taught the second group of sophomores in 2007 and celebrated the founding class’ graduation in June. The school was conceived in 2002 to address the extreme regional shortage of qualified health care workers in the Sacramento area while the school district was seeking to develop a network of small high schools focused on career technical education with a multiple pathways approach (see Forum, p. 5). A collaborative design process took shape to create HPHS as a 500-student campus that provides an early college prep orientation, rich with relevant academic, leadership, and hands-on experiences—using health care as a theme—for mostly under-served students.



Patrick Bohman (Credential '07, MA '08)

With the open campus and cooperative atmosphere, Bohman said he feels lucky to have found a place to “pursue something unique.” In addition to teaching chemistry classes, Bohman has engaged with his colleagues to create a biotech program that develops specific skills for a health care career, particularly in biomedical imaging. He also participates in a Saturday Academy program, bringing students to UC Davis Medical Center for special hands-on instruction, and he purposefully fosters relationships with local health care professionals who can serve as mentors and future employers of HPHS graduates.

In just two years at the school, Bohman helped register and tutor students for the SAT; revitalized a peer mentoring program that pairs freshmen with upperclassmen; served as faculty sponsor for both the Multicultural Club and the Health Occupations Students Association; and ran a program with another teacher that allows the high school students to be instructional assistants at a neighboring elementary school.

“Everyone has a voice at HPHS,” Bohman said. He enjoys the school’s distributed leadership model where ideas and accountability are peer-driven rather than “top down.”

“The level of ownership that the teachers have for their students is incredibly high,” Bohman said. “It makes for a very collaborative, very fulfilling environment for me personally, and it is transformational for the students.”

continued on page 5

With a heart for service, a brain for science, and an outgoing personality, Bohman didn't originally set out to be a teacher. Growing up in Mountain View, California, with both parents involved in health professions, he signed on as a pre-med major while an undergraduate student. But when he was a junior, Bohman realized he wasn't as motivated or passionate as the students sitting next to him in "gigantic" introductory classes at the University of Washington.

"All the instructors would inevitably announce '90 percent of you will drop out, so stop now,'" he recalled. "The guy next to me would say 'No way, not me, I'm going to be a doctor.' I couldn't say that with the same conviction."

Bohman soon found his passion when he was invited to teach a "college survival skills" class for freshmen and something clicked. He audited teaching credential program classes while completing his bachelor's degree in chemistry, and his path to be a teacher—rather than a

doctor or researcher—became clear. "I realized I wanted a service-related career with direct interaction and immediate feedback," he said. "The kids rely on me to help them. It's like instant gratification for me."

Bohman earned his teaching credential and master's degree at the School of Education. He credits Rick Pomeroy and his adviser Heidi Ballard as "amazing" mentors, and he has fully committed himself to his students at HPHS. "Nothing matters more to me than making my students feel successful," Bohman said.

Bohman's advocacy, fresh ideas, and enthusiasm for his experience in the School of Education caught the attention of the School's newly formed Alumni Council last spring. Selected as a finalist for the first Distinguished Education Alumni Award, Bohman was invited to join the Council for his "young alum" perspective. "The School of Education is such a wonderful place," he said. "I want to make sure alums can stay connected even after they move away." ❏

School Hosts Career Technical Education FORUM

By Heidi Scutto

In May, the School of Education hosted a forum about Multiple Pathways/Career and Technical Education (CTE) to help shape a potential role for the School in its work with public schools and the business community.

According to the California Department of Education, only a third of our state's high school students graduate on time and transition easily to postsecondary education and lasting career success. Is our state ready for a potentially transformative, different approach? Gary Hoachlander, president of ConnectEd: The California Center for College and Career, thinks so.

Widely known for his expertise in CTE and many other aspects of education at all grade levels, Hoachlander noted in his presentation that multiple pathways is more than CTE alone, which he said has limited impact on students. Multiple pathways leads to a full range of post-secondary options and prepares students for both college and career by intertwining core academics with real world applications. Core



Gary Hoachlander

components are academic, technical, work-based learning, and support services that give students access to an education both rigorous and relevant.

"It's not about choosing a career in ninth grade," Hoachlander said. "It's about options: a range of colleges, the military, technical certifications, and so on."

"It's also about coordination and connection. The science teacher learns from the technical teacher what students didn't understand in class and then can review those theories next time. Likewise, the technical instructor learns what theories to bring to life in the next hands-on technical class."

continued on page 20

Call for Nominations: DISTINGUISHED ALUMNI

Award Nominations due January 8, 2010

Join us in honoring the achievements and contributions of all our alumni by nominating an alumna or alumnus who exemplifies “doing what matters” in the field of education. And, plan to be with us when we present the second annual Distinguished Education Alumni Award in May.

Submitting Nominations

Nominees must be alumni of the UC Davis Department, Division or School of Education, having completed a teaching credential or degree program. The recipient of the award must be able to attend the May 6 Honoring Educators event on the UC Davis campus.

Hold the Date!

Honoring Educators—in recognition of
National Teacher Appreciation Week

Thursday, May 6, 2010

It is easy to nominate someone. Visit our Web site at education.ucdavis.edu/alumni/alumnaward2010.html to fill out the online nomination form.

Your participation in nominating a candidate who graduated from our School is vital to the success of this award. We look forward to hearing from you.

For more information, email Doreen Barcellona Strnad at dastrnad@ucdavis.edu or call (530) 754-2131. ☎

New Education ALUMNI COUNCIL Hard at Work

The School of Education is pleased to announce the founding of an Alumni Council to build alumni involvement. Headed by Chair Sandi Redenbach (Credential '73), ten dedicated alumni bring their expertise and talents to this group.

With one major accomplishment already completed (the School's first Annual Distinguished Education Alumni Award event), the council will be launching new initiatives to reach more alumni and connect them with one another and the School.

“It is a great pleasure to serve as the chair of this council. We are all dedicated to supporting and connecting our alumni to this fine institution,” said Redenbach, who will also hold a seat on the School's Board of Advisors.

The council members include Marlene Bell (BA '68, Credential '71), Patrick Bohman (Credential '07, MA '08),



Sandi Redenbach

Carol Bone (BA '72, Credential '73), Sue Davis (BS '72, Credential '73), Fadia Desmond (PhD '04), Roy Engoron (BA '62, MA '65, Credential '66), Charlotte Kimball (BS '67, Credential '68, MA '69), Sandi Redenbach (BA '72, Credential '73), Sharon Rose (BS '60, Credential '61), and Judy MacDonald (BA '92).

To learn more about how you can be involved in the Alumni Council, please contact Assistant Director of Development and Alumni Relations Doreen Barcellona Strnad at dastrnad@ucdavis.edu or (530) 754-2131. ☎

Congratulations!

Mary Catherine Swanson (Credential '67), founder of AVID, has been named the Cal Aggie Alumni Association's 2010 Distinguished Achievement Award recipient, joining previous CAAA Young Alumna Award winner Dawn Yamaguchi (Credential '95). Please join us in celebrating at the CAAA awards ceremony on January 30, 2010 (alumni.ucdavis.edu/awards).

FACULTY Updates, Honors and Publications

Jamal Abedi Presents Research on English Learner Assessments

Jamal Abedi was invited to the United Kingdom this fall to present his findings on linguistic factors in the assessment of English learners. He met with faculty and students at the University of Bristol, and presented at an International Conference on Education and Development at Oxford University.

Abedi's research suggests English learners may not be able to demonstrate in English their knowledge of content areas such as math and science. Consequently, standard assessments of their grasp of these core subjects may be inaccurate. He examines the effects of the testing method (e.g., computer, paper-and-pencil, hands-on); the pattern of responses; the effect of format, from font to organization; and the design and wording of questions, to recommend modifications to tests nationwide that will ensure English learners' content knowledge can be more accurately assessed.

Get Outside! Cool New Environmental Science Course

Heidi Ballard is offering a new Introduction to Environmental Education course this spring. The course will look at how scientists and policymakers are turning to environmental education as a crucial tool to address growing concerns about the impact of our actions on the health of the planet. Students will learn outreach techniques and communication skills for environmental careers and work with local environmental educators to connect research with practice.



Heidi Ballard

Cynthia Carter Ching Leads Discussion on the Digital Divide in Schools

Cynthia Carter Ching represented the K-12 perspective at "Computers & Writing 2009: Ubiquitous and Sustainable Computing," a conference hosted at UC Davis this summer.

"Ubiquitous computing opens up a whole new chasm in the digital divide," said Ching during the opening town hall discussion. For instance, she explained, Web 2.0 technology is often unavailable in classrooms because of overly restrictive Internet filters, so students who don't have access otherwise are hindered and not proficient at researching or presenting their academic knowledge with interactive technology.

"Institutions of learning are wired and equipped," Ching noted, "but the new divide is in the homes, pockets, and purses. And that's actually a lot harder to address."

To see more of Ching's town hall presentation, visit youtube.com/watch?v=G9MghH4FSTw. For the entire panel discussion, check out Town Hall I on the UC Davis iTunes archive at deimos3.apple.com/WebObjects/Core.woa/Browse/ucdavis-public.2193375483.02193375496.

Ching is an expert on innovative technologies for supporting learning, from elementary school classrooms to online undergraduate and graduate instruction.

Michal Kurlaender Awarded Postdoctoral Fellowship

The National Academy of Education has awarded Michal Kurlaender a Spencer Postdoctoral Fellowship in recognition of her significant contributions to education research. Spencer's program supports early career scholars working in critical areas of education. The program also develops the careers of its recipients through professional development activities involving National Academy of Education members.

Kurlaender's research focuses on the dismantling of federal mandatory and voluntary school desegregation plans and persistent inequalities in segregated minority

continued on page 8

schools. Her most recent work investigates how participation in the Early Assessment Program, which provides California high school juniors with information about their academic readiness for college-level work at California State University campuses, affects their college going behavior and need for remediation in college.

This fall Kurlaender taught at UC Davis Extension with a regional team of education policy specialists as part of the Foundations of Public Policy program.

Lee Martin Looks at Intersection of Mathematics Learning and Culture

Lee Martin, whose research focuses on how best to prepare students for learning within and beyond school, recently published two articles:

Martin, L. & Schwartz, D. L. (2009). Prospective adaptation in the use of external representations. *Cognition and Instruction*, 27(4), 1-31.

Martin, L., Goldman, S., & Jiménez, O. (2009). The tando: A practice at the intersection of mathematics, culture, and financial goals. *Mind, Culture, & Activity*, 16(4), 1-14.

Peter Mundy Launches Virtual Reality Lab

Peter Mundy, who was awarded a multi-year National Institutes of Health grant “Virtual Reality and Augmented Social Training for Autism,” has launched the development phase of a virtual reality lab, housed at the UC Davis Center for Mind and Brain. Mundy is bringing together two groups of experts—clinical scientists who study autism and scientists who use virtual reality to



Peter Mundy (left)

study social interactions—to develop a series of virtual reality social-skills training tasks for children with higher functioning autism.

“Low social attention skills can make learning difficult. We hope to understand how to measure and regulate attention, then determine which methods work for which child,” said Mundy.

Results of this work have the potential for providing widespread and cost-effective training programs for children with a variety of other neurodevelopmental disorders, including attention deficit disorders.

The initial two-year development phase of Mundy’s five-year study, designated a priority by the National Institutes of Mental Health (NIH), has been funded by NIH with federal stimulus funds through the American Recovery and Reinvestment Act of 2009 (ARRA). Mundy plans to ensure sustained project funding with support from his UC Davis Lisa Capps research endowment.

Rick Pomeroy Takes Helm of Science Educators Conference

In January 2010, Rick Pomeroy is chairing the Association for Science Teacher Education International Conference in Sacramento. He will also chair the California Science Education Conference in October 2010. Pomeroy has been elected President Elect of the California Science Teachers Association for the next two years, becoming president in June 2011. For more information on the conference, visit the Web at theaste.org/.

Read more about Pomeroy’s work with high school students in “Young Scholars Program: Making Science Real” on page 18.

Retirement: Jon Wagner

“There is no doubt in my mind that Jon’s efforts on this campus—both as a scholar and as an administrator—have helped not only put us ‘on the map,’ but helped the campus come to the conclusion that creating a School of Education was the right action to take,” said Harold Levine, dean of the School of Education.

Jon Wagner, who retired in June, came to UC Davis in 1988 to help establish the center for Cooperative Research and Extension Services for Schools (CRESS Center) and served as the Center’s first director. He was



Jon Wagner

appointed to the Davis faculty in 1990 and served as director of the Division of Education during 1991-95. Wagner took the helm of the Teacher Resource Center in 2006 to improve instruction by enhancing teaching and learning opportunities for faculty and teaching assistants. Prior to coming to Davis, Wagner served as director of the Office of University-Schools Educational Improvement for the UC Office of the President.

Wagner's research has focused on how teachers develop, use, and assess academic standards; the material culture of children and young adults; and the use of visual representations in teaching and research.

Wagner plans to remain in the Bay Area, and thus will continue to be available for consultation and collaboration.

In Memoriam: Jack Lowry

After a long illness, Jack Lowry passed away in July. Lowry was hired in 1969 as a supervisor of teacher education and lecturer in education, coming from the doctoral program at Indiana University. He took charge of the secondary social science program, teaching methods courses, and supervising student teaching and internships. He was well respected by faculty in the UC system and participated in the California Council on Teacher Education. Lowry provided strong leadership for the secondary teacher education program and worked closely with Dave Wampler, who headed the elementary teacher education program, Julius Sassenrath, Doug Minnis, and other faculty.

According to Minnis, who knew him well, Lowry was “steady, low key, competent and confident, never offering a negative remark about a colleague.”

Lowry's rapport with public school professionals was outstanding, and he was recognized for his ability to develop strong trust and cooperation among the individuals with whom he worked. This past spring, when several of our alumni were honored at the School of Education's first annual Distinguished Education Alumni Award ceremony, Lowry was credited by many as a significant force in their professional success—a remarkable sign of his enduring legacy.

Contributions can be made in his name to the School of Education fund established to honor our faculty at giving.ucdavis.edu/educationfaculty.

New Faculty: Angela Booker

Angela Booker joined the School of Education faculty as assistant professor of Learning and Adolescent Development in Community and Non-School Contexts.

She received her PhD from Stanford's Graduate School of Education and conducts research on youth development.

Booker previously served as lecturer and director of the Learning, Design, and Technology Master's Program, also at Stanford, before starting her appointment at UC Davis in July.

Booker's research interests include youth involvement in social activism and advocacy, and how people appropriate educational tools and technologies for their own participation. 📖



Angela Booker

DONOR GIFTS Make Scholarships Possible

In recognition of their outstanding achievement and promise, several students from the School of Education have been awarded scholarships for the upcoming academic year. The School is proud of its students' accomplishments, and is pleased to support these extraordinary scholars and their potential to make a difference.

California Retired Teachers Association

Laura E. Settle Scholar: Susana Sanchez (Multiple Subject)

Mabel Outler Scholars: Angie Sera (Multiple Subject), Kaylie Stenger (Multiple Subject), Maggie Wunderlich (Multiple Subject)

Boyd Family Foundation

Boyd Family Foundation Fellow: Lisa Perloff (Multiple Subject – BCLAD Spanish)

The Boyd family has a long history of involvement with UC Davis and in the Sacramento region. They have supported several programs across the campus, including this fellowship for an outstanding student in the teaching credential program.

Brad Davis – Alpha Gamma Rho Fellowship

Brad Davis – AGR Fellow: Jacob Bates (Single Subject – Agriculture)

Brad Davis completed both his Bachelor of Science degree and the teaching credential program at UC Davis. His family and his fraternity created this memorial fellowship to honor his life and to recognize the achievements, leadership and service that were his hallmarks.

Susan Schnitzer Fellowship

Susan Schnitzer Fellow: Deborah Rodriguez-Godinez (Multiple Subject – BCLAD Spanish)

Susan Schnitzer is a graduate of the teaching credential program at UC Davis. She established this endowed fellowship to recognize the value of teaching and to encourage talented people to pursue teaching as a profession.



Evelyn Silvia Award

Evelyn Silvia Awardee: Tiffany Jansen (Single Subject – Math)

Evelyn Silvia was a UC Davis professor of mathematics from 1973 to 2006 who was nationally recognized for her efforts to improve mathematics teaching.

School of Education Alumni Scholarship

Alumni Scholars: Antoinette Corbin (Single Subject – Science) and Pamela Del Pinal (Multiple Subject – BCLAD Spanish)

We are grateful for the generous contributions from so many School of Education alumni who said “Yes!” to our Annual Fund callers. These gifts make it possible for our students to pursue their dream to be a teacher.

School of Education Faculty and Staff Awards

Awardees: Susana Sanchez (Multiple Subject), Karen Tostado (Single Subject – Spanish), Maggie Wunderlich (Multiple Subject)

Our faculty and staff reinforce their commitment to making a difference with their gifts to the School of Education, making possible these awards.

Agricultural Education Enhancement Fellowship

Agricultural Education Enhancement Fellows: Jacob Bates, Meredith Hensleigh, Rachel Imbach, Megan Sebesta (all Single Subject – Agriculture)

DONORS' Lasting Legacy

Sandi Redenbach Students "At Promise" Award

Redenbach Awardee: Maggie Wunderlich (Multiple Subject)

Sandi Redenbach (Credential '73) established this endowment for teaching credential and master's degree candidates to recognize those who act as advocates for their students. Redenbach especially wishes to encourage students who are committed to improving education for those at risk of not succeeding.

Farrer/Patten Award

Farrer/Patten Awardee: Adam Bogan (Single Subject – English)


Nancy Farrer Patten (BS '74, Credential '75) and Thomas Philip Patten (BS '74, MS '76) established this

endowment for teaching credential candidates and a similar fund for engineering students.

Mark Cary Reflective Learner Award

Cary Awardee: Comfort Ateh (Science)

Mark Cary (Credential '75) established this endowment to support PhD students planning careers as teacher educators.

Cary was inspired to give to students "naturally committed to teacher education and sympathetic to understanding the importance of self-reflection and assessment, both for teachers and their students." 



Mark Cary

GRADUATE STUDENTS Recognized for Scholarship

David Ulate


PhD student David Ulate received the UC Davis Graduate Research Mentorship Fellowship for 2009-10. The award provides for student fees and a \$20,000 salary. Assistant Professor Michal Kurlaender, who is serving as Ulate's faculty mentor, said, "David's work on college access investigates a unique route to postsecondary schooling for California high school students from different racial/ethnic backgrounds."



David Ulate

tific Knowledge in Coastal Alaska," in collaboration with her academic advisor, Heidi Ballard, and the Seldovia Village Tribe. Murphy's research seeks to answer the question, "What environmental learning occurs during the convergence of traditional ecological knowledge and Western science?"

Betsy Gilliland

PhD student Betsy Gilliland received a \$15,000 scholarship from the Philanthropic Educational Organization (P.E.O.) Scholar Awards program. This program was established in 1991 to provide substantial merit-based awards for women in the U.S. and Canada who are either pursuing a doctoral level degree or engaged in post-doctoral research at an accredited college or university. Gilliland will use the award to support the work she will be doing on her dissertation in 2009-10. 



Betsy Gilliland

Bree Murphy

Master's student Bree Murphy has been awarded a research fellowship by the Community Forestry and Environmental Research Partnerships (CFERP) and the Pacific Northwest Research Station, USDA Forest Service. CFERP is proud to support Murphy's project, "Culture Camp: Convergence of Traditional and Scien-

A CALL TO ACTION

—Dean Harold Levine

Along with all other higher education institutions in California, the University of California at Davis has seen its annual budget slashed as a result of the state's financial crisis. For the School of Education, this has meant a 16 percent cut in our core budget over the last two years, with another 5 percent projected for the next fiscal year. How genuinely sad it is to have to say that we hang on to the hope that the cuts won't be even worse.

These are ugly numbers: their magnitude calls into serious question our ability to provide the exemplary programs of teaching, research, and engagement that our faculty and staff do each and every workday. And since these programs are designed to benefit tomorrow's students, teachers, administrators, and education

“Please join the faculty, staff, and students in the School in finding ways to get our message out where it counts.”

leaders, the cuts represent another disastrous blow to the state's public education system. Who will be there to teach our children to read and write and calculate? Who will know how to organize a school so that all of its diverse learners have an equal opportunity to learn and excel? Who will be there to assess the adequacy of reform efforts that may or may not have solid evidence for their effectiveness? In light of the current budget crisis, I cannot provide a sure answer to any of these questions. Not the position a dean of education wants to be in.

So—I think it's time to speak up... and push back. And you can help.

The state's “blueprint” for higher education, the *Master Plan for Higher Education in California*, was written in 1960. In it, the architects of the plan pointed to three key elements of higher education funding: the size of the income stream, the “efficiency and effectiveness” of the tax mechanisms to realize that income, and



Photo by Neil Michel/Axiom Photography

Dean Harold Levine

“the will of the people of the state to devote adequate funds for this purpose.” The emphasis in the previous phrase is mine, and what was true in 1960 is even more so today. Unless we do a much better job of explaining to the public at large (and to their representatives in the Legislature) about the essential nature of higher education to a free, democratic society that necessarily *results from* the educational opportunities it provides, we will continue to find ourselves undervalued—and therefore underfunded.

Please join the faculty, staff, and students in the School of Education in finding ways to get our message out where it counts. On the following pages, we share the thoughts of four faculty with interesting perspectives on the importance of adequately funding the UC and K-12 education.

If you would care to write me about your views or ways to move forward, please do so at hlevine@ucdavis.edu. We must be in this together.

FUNDING FACULTY RESEARCH Key to Addressing National and State Education Priorities—Professor Jamal Abedi

The University of California's contribution toward the training of high caliber researchers and teachers is quite obvious and may not need further clarification. It might be helpful, however, to elaborate upon the impact of scholarship by the UC faculty and students on the state and national agenda.



Jamal Abedi

Research by the faculty of the School of Education has had, and continues to have, great impact on resolving the state's and nation's highest priorities in education at all levels, from kindergarten to higher education. For example, School of Education faculty have been involved in research on how to reduce the performance gap among students with different ethnic,

linguistic, cultural, and socioeconomic backgrounds, one of California's highest priorities. They have also provided insight into national decision making processes, such as the reauthorization of the No Child Left Behind legislation and plans for new curriculum and assessment for the state and national educational system. Such national recognition is attributed to the high level of visibility of our faculty in the national research and scholarship that impact policies and practices in education.

Our faculty have also gained respect and recognition from international research communities, as is quite evident in the number of publications, journals and presentations our faculty make at prestigious international research organizations. The School of Education has also been quite visible throughout the nation by attracting prestigious grants supporting faculty research agendas. Cutting funds from the university may have serious consequences to the future of such activities.

INVESTMENT in Higher Education is Critical to State's Well-Being—Assistant Professor Angela Booker

I come from a long line of educators. In our family, my parents and grandparents emphasized the tremendous importance and value of public education. I come from an African American family with roots in Mississippi and West Virginia, and the stories of the struggle for the right to be educated have been handed down to me like a birthright. The personal investment we make in our education is an investment not only in ourselves but in our communities, and reciprocally, our community-level investment in a system of higher education is a critical investment in the well-being of each and every one of us. Our colleges and universities are not without their challenges as with each of our nation's institutions, but our system of education is one of the hallmarks of a free and thriving society.

continued on page 14



Angela Booker

UNDERFUNDING HIGHER EDUCATION Overburdens Students, Threatens Access—Associate Professor Cynthia Carter Ching



Cynthia Carter Ching

Over the past three years teaching my undergraduate course, I've noticed a dramatic increase in the number of students who are relying on the library reserves to do the readings. These students typically come from low-income minority backgrounds, and many

"...(students) are so strapped for cash that they can't afford to buy their books. Due to dramatic increases in fees and housing costs..."

are the first in their families to attend a university. They are so happy to be here at UC Davis, so eager to learn, and so determined to become outstanding teachers who can change the future for other kids like themselves. But they are so strapped for cash that they can't afford to buy their books. Due to dramatic increases in fees and housing costs, the additional financial burden of buying books every quarter is just too much for them. So they set aside time every week to sit in the library and

read from the reserve texts, and they hope that the notes they take while reading will be enough.

For many of us, memories of undergraduate education include that quarterly trip to the bookstore, pouring over our books late at night long after the library has closed, highlighting our books to death in hopes that all that yellow ink would help us remember the information, and going home for the weekend with our laundry in one arm and a ton of books in the other. Yet some of my students today don't have any of those options, or any of those experiences. Financially, they are barely surviving just to be here. As we continue to underfund higher education in California and pass the balance onto students, this problem will only increase. And my students who are struggling now will be gone altogether.

Disinvestment in Higher Education System Could Lead to Decline in California's Middle Class

—Professor Thomas Timar

It is well documented that the University of California was central to building the state's middle class and simultaneously its professional, cultural, civic, and business leaders. The University of California played a major role in making the state's economy the seventh largest in the world. It was able to do so because it provided access to the state's best and brightest students to pursue higher education at institutions that were consistently rated among the top in the world. The lack of tuition combined with efforts to keep fees at a minimum meant that students could attend a university that ranked with the Ivy League schools for a fraction of their costs.

Whether the university can continue to play that role is in grave doubt. Since the early 1980s, state support for the university has decreased by roughly 50 percent:

continued on page 15



Thomas Timar

“The University of California played a major role in making the state’s economy the seventh largest in the world. It was able to do so because it provided access to the state’s best and brightest students...”

in 1980, the state provided about 34 percent of the university’s funding; today it provides anywhere from 13 to 17 percent, depending on what is counted. What is worse, the level of state disinvestment in the university is matched by the California State University system and the California Community College system. In real dollars, state funding per full-time staff and faculty in all three systems is about half of what it was 30 years ago.

Ironically, while state support for higher education declines, public expectations are on the rise. The annual education survey by the Public Policy Institute of California finds that about 85 percent of Californians expect their children to complete an advanced college degree (the reality is about 12 percent).

As has been pointed out by others, Californians seem to have socialist tastes for public goods consumption but libertarian preferences for taxing themselves. Californians want it all. They want to keep criminals behind bars, regardless of the seriousness of the crime. California has, by far, more people in jail (many for drug offenses) than any other state. I think only China and Russia (that we know of) have more people locked up. Because of our “three strikes laws,” we have more aging

prisoners. While it costs the state about \$45,000 per year for a regular prisoner, the estimated costs for a prisoner over the age of 55 is between \$85,000 and \$135,000. A federal court order requires the state to build prison medical facilities that are estimated at \$16 billion. That’s about one-fourth to one-third of the state’s general revenue support for all of education.

Current trends portend a bleak future for the state’s middle class. The university won’t go away, but access to it will. Berkeley and other campuses could do what the University of Michigan has done—privatize. The university could charge tuition equal to Harvard’s and Stanford’s—about \$40,000 per year. It could fill up its campuses with students who can afford that kind of tuition. But, that would have a devastating effect on the state’s middle class. The backbone of the university’s traditional constituency would be broken.

The real issue that disinvestment poses for Californians is whether the university—and all of its public post-secondary institutions—remain as state institutions serving the state’s needs or whether it takes a very different path of serving those who can afford to pay. ❏

MEET OUR FACULTY

Chris Faltis

Leveraging Students' Digital Savvy for Artful Teaching

By Donna Justice

The bell rings. The din of friendly chatter fades and students bustle to their classes.

One group enters a classroom, sits in assigned seats and opens to page 14 of the textbook, waiting for the teacher to begin.

“We have to be prepared for a whole new set of skills and experiences in our students who were born into a digital world.”

In another classroom, the teacher asks students to break into small groups, discuss the class novel for ten minutes, and then return to their desks for the day's lesson.

Different classrooms, same result: teachers lead, students follow.

Both are prevalent models of instruction in schools today. But is either the model of teaching and learning that will sustain our nation into the 21st century?

Chris Faltis thinks not. Faltis, who holds the Dolly and David Fiddymont Chair in Teacher Education and directs teacher education at UC Davis, believes educators are primed to break away from the teacher-centered format that has



Chris Faltis

dominated classroom discourse for several hundred years, if for no other reason than they must.

“In such changing and difficult times, we have to ask how we can reinvent ourselves in ways that make sense to students and faculty,” said Faltis. “We have to be prepared for a whole new set of skills and experiences in our students who were born into a digital world.”

In this environment, students enter the classroom expecting and prepared to explore questions of interest to them and, in many instances, are more experienced than their teachers in collaborating online to find answers. In this new model, where virtual worlds exist and burgeon exponentially, students are no longer content to be consumers of information, so teachers have to find new and better ways to work with their students to take part in the creation of knowledge. Faltis sees this as a basically artistic endeavor.

“Artists are constantly seeking to improve, wondering: ‘if I combine these colors, what happens? If I use these brushes, what effect do I achieve?’” said Faltis, who is also an oil painter. “Teachers ask similar questions: ‘if students engage in these kinds of experiences, what will kids learn?’ Every teacher is on a lifelong journey of discovery, and their students are their collaborators.”

Faltis, who joined the School of Education in January, believes one of the School's missions is to provide its budding classroom artists with a few powerful tools for creative and effective teaching and learning. In addition to providing instruction in curriculum development, content standards and solid pedagogical practices, the School's teacher education program prepares student teachers to "try things out, ask good questions, and find out how kids feel about their instruction."

"Our whole program encourages inquiry into practice and empathy with students," said Faltis. "In this way, we are preparing masterful teachers who can craft their lessons and interactions with students in ways that make learning joyous."

According to Faltis, joyous learning occurs only in an environment where teacher and students are actively engaged in discussing and inquiring deeply about topics that matter to society and students, and in ways that are meaningful and relevant to students. Most notably, the digital savvy of students presents a challenge not only to teachers in the classroom but also to the School of Education in its approach to preparing those teachers.

"With the advent of Web 2.0 and true social interaction online, students have much more agency over creating their worlds," said Faltis.

Students across the social spectrum have access to the Web outside of school, so they bring to their K-12

continued on page 20

Dolly and David Fiddymment Chair in Teacher Education

Dolly and David Fiddymment want every child to have a talented and caring teacher, so in 2006 they endowed a chair at UC Davis to strengthen the School of Education's ability to prepare the best teachers and to provide leadership among its peers in teacher education.

Chris Faltis, who holds the Dolly and David Fiddymment Chair in Teacher Education, has devoted his career to the same goal.

Inspired by his parents who were both teachers and his desire to improve language instruction, Faltis decided on a career in teaching in high school. Nearly 40 years later, Faltis is one of the most respected scholars and practitioners in the field of teacher education.

Faltis holds degrees from San Francisco State University, San Jose State University, and Stanford University, where he earned his PhD. Prior to coming to UC Davis, he served on the faculties of University of Alabama and University of Nevada, and 18 years at Arizona State University. His research and publications are used in teacher education programs across the country, and he has worked with schools and school districts in Arizona, California, Connecticut, Illinois, Nevada, New Jersey and Texas to strengthen teaching and learning.



Dolly, Amanda, Diane and David Fiddymment

According to Faltis, holding the Fiddymment Chair has opened many more doors, shining a national light on the School of Education's approach to teacher education and providing UC Davis with a greater voice in the teacher education community across the University of California.

Faltis becomes editor of *Teacher Education Quarterly*, a respected academic journal, in 2010. This will be the School's first refereed journal and one more indication of the growing stature of the School among its peers.

"I am really impressed with the Fiddymments. As a family they have been devoted for many generations to the education of children, and I am humbled to be the Fiddymment Chair," said Faltis. 📖

YOUNG SCHOLARS PROGRAM

Making Science Real

By Heidi Sciutto

“It’s much more work than high school,” Yen Nguyen says during her first week of the Young Scholars Program (YSP). “We have a lot of reading to do right before each lecture.”

Heather Yee agrees. “I’m struggling to manage my time. I have a lot of reading to do, but I’m working in my lab until 9 p.m.”

College freshmen woes? No, Nguyen and Yee are among 40 high school students studying science and conducting research at UC Davis. While most students are lounging around the pool, playing video games, or maybe working at the nearest mall, a select group of students from across the U.S. attends YSP every summer.

continued on page 19




Heather Yee

Taking SUMMER EXPERIENCES to the Classroom

In her second year as a YSP counselor, Jaclyn Lee jokes with program director Rick Pomeroy as they prepare to hear final presentations from their students. Something about the amount of coffee she had this morning. “I was up ‘til 2 a.m. last night coaching a few of them,” Lee yawns. “They’re nervous but I know they’ll do great.”

Pomeroy and his staff plan year-round to make the summertime program a meaningful experience. Each counselor is matched with eight participants and acts as program liaison with their students’ lab researchers.

The counselors’ key role is serving as a coach and mentor, which helps them learn to be a good teacher as well. “Understanding who my students are as individuals is one of the most important things I can pursue as an educator,” said Lee. “They need to know they can trust me and talk openly with me; then I can give them the necessary support they need to try their hardest. Living with 40 high school student for six weeks definitely gave me perspective on how teenagers operate!”

This year’s counselors—all School of Education science credential students and alumni—were David Bafus (Credential ’09), Jada Hollins (BS ’09, Credential ’10), Jaclyn Lee (Credential ’09), Megan McKenzie (BS ’06, Credential ’08), and YSP associate director Dave Varellas (Credential ’00). 



Jaclyn Lee (Credential ’09)

Campus Welcomes NEW CHANCELLOR

Linda Katehi became the sixth chancellor of the University of California, Davis, on August 17, 2009. She has outlined a bold vision for the campus, including advancing the goal of becoming one of the top five public universities in the country.

“The School of Education is thrilled to welcome Chancellor Katehi to Davis,” said Dean Harold Levine. “She is a champion of innovation, and we share her commitment to ensuring that the work of UC Davis is applied to the needs of our communities.”

To learn more about Chancellor Katehi, visit her Web site at chancellor.ucdavis.edu. 📖

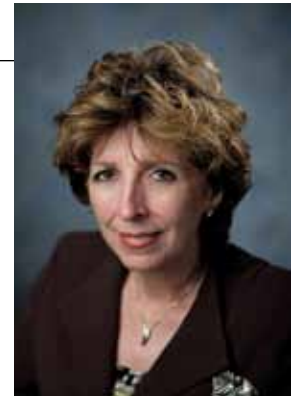


Photo courtesy of University Communications/UC Davis

Chancellor Linda Katehi

Young Scholars Program from page 18

The unique advanced science program, hosted by the School of Education, introduces high-achieving high school sophomores and juniors to the world of original research in the biological and natural sciences.

Participants work one-on-one with research faculty in state-of-the-art laboratories on campus for six weeks. Each student works on an individual project and prepares a professional-level research paper and presentation about his or her work.

“All of the participants are highly qualified academically,” says Rick Pomeroy, program director and teacher educator in the School of Education. “Most importantly, though, they have all demonstrated a desire and ability to conduct original scientific research and have the potential to contribute significantly to the field.”

“In fact,” Pomeroy adds, “these high school students are engaged in research that most college undergraduates don’t have an opportunity to do.”

In Dr. Ting Guo’s lab, Yee helps examine how gold nanoparticles could lead X-rays to destroy only cancerous cells and leave adjacent healthy cells unaffected. She works side by side with graduate students and an undergraduate intern, each with their own project tasks, lab coat and safety goggles.

“I didn’t know what to expect at first, but I really like being in a lab and doing research,” Yee says. “I also like my experiences working with my mentor. He’ll ask me questions that make me think more deeply and analyze more in depth. This program has opened me up to doing research when I’m in college.”

Immersing high school students in college life is a big part of the experience. During the first two weeks of the program, YSP participants attend lectures focusing on recent developments in biology and natural sciences in the mornings and conduct lab research every afternoon, with a final exam on the lecture content. During the last four weeks of the program, students work full-time in their labs and make a formal presentation of their work after submitting final papers for college credit.

The students live in campus dormitories with an energetic team of counselors—science credential students and alumni of the School of Education; they bike to their labs on campus and eat at the campus dining commons; and they take field trips every weekend to places such as Bodega Marine Laboratory, Lassen Volcanic National Park, and Tahoe Environmental Research Center.

“It’s good that we all live in the same building together,” Yee says. “We can hang out during down time in the common area lounge, where I’ve learned about the research projects others are doing to better the world. It’s pretty incredible.”

Nguyen runs computer data tests for Dr. Grace Rosenquist’s lab to predict tyrosine sulfation cell sites in different types of viruses, which could lead to more targeted drugs against viruses.

“In high school, it’s about one little thing, like memorizing each part of a protein cell,” Nguyen says. “Here it’s so much bigger—it’s about the whole process and larger impacts. I’ve really grown in my knowledge.” 📖

Forum from page 5

Hoachlander said this approach is already a powerful and proven practice in over 300 academies in California. He showed a video about one student's experience at Health Professions High School in Sacramento (see Patrick Bohman's alumni profile, p. 4) and the motivating effect that the school's approach has had on this student, who lives in an under-served community and plans to pursue a career in radiology.

"Any school can be theme-based," Hoachlander said. "A key difference with the multiple pathways approach is that academic course content is coordinated with and reinforces technical course content, and vice versa."

A lively discussion followed Hoachlander's presentation as Dean Harold Levine moderated a panel of education experts who responded with their various perspectives. Included on the panel were Chris Faltis, the Dolly and David Fiddymnt Chair in Teacher Education; Anette Smith Dohring, manager for Workforce Development at Sutter Health Sacramento



(Left to right) Chris Faltis, Anette Smith Dohring, Mary Vixie Sandy

Sierra Region; Mary Vixie Sandy, executive director of the School's CRESS Center; and Patrick Ainsworth, assistant superintendent and director of the Secondary, Postsecondary, and Adult Leadership Division at the California Department of Education.

To learn more about ConnectEd, visit connectedcalifornia.org.

Chris Faltis from page 17

classrooms a need for accessing information and creating knowledge that is often not supported by the standard classroom format. Ironically, many students have much less access to technology in school than out.

At the same time, though, Faltis points out that teachers can use technology to interact with students beyond the classroom. This is especially true for our ability to serve student teachers in the School of Education.

"The amount of interaction we can foster on the Web is amazing," said Faltis. "For instance, we have the opportunity to model for teachers how they can go beyond lectures and reading materials to embellish content and to take advantage of the collaborative and image-based nature of the Web."

In his own classes, Faltis is developing the use of wikis, digital-based white boards, where students post documents, comments, and research that other students can access and respond to.

"They will actually be creating their own knowledge base by doing this," said Faltis. "In the past, students might photocopy their papers and share them with their peers, but only the writer was privy to a peer's comments. With wikis, everyone is in on the conversation, and the learning grows exponentially."

For Faltis, the best teacher views teaching through an aesthetic lens and is a lifelong learner, who guides and is guided by new understandings. Technology merely provides a new set of tools teachers can use to set their students on their multiple quests for understanding.

"Good teachers encourage their students to gather information, share it and show evidence that they understand what they have learned," said Faltis. "The Web is just one more tool empowering us to treat our students as knowledge seekers, who have control over their own learning."

Sixth Annual WORDS TAKE WING LECTURE

The School of Education, along with its partner the Children's Center at Sutter Medical Center, Sacramento, is pleased to feature children's author and artist Belle Yang as the 2010 speaker for its annual Words Take Wing children's literature lecture series.

This year's series will present three lectures, with two intended for students and their teachers (grades 3-8), on March 5, 2010. The matinees will be presented at 9:30 a.m. and 11 a.m. An evening lecture will be presented at 7:30 p.m. All lectures will take place in the Vanderhoef Studio Theatre in the Mondavi Center at UC Davis and are open to the public. Tickets are on sale at mondaviarts.org.

"We are excited about the interaction children will have with Belle in the Studio Theatre," said Words Take Wing Chair Joanne Galli-Banducci. "Belle is a gifted



Belle Yang

artist as well as a writer, and she plans to invite the children to create a character with her during the lecture."

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

"I returned with gratitude in my heart for the freedom of expression given me in America. I returned convinced that I would firmly grasp this gift with both hands,"

Yang writes in the introduction to *Baba*.

For more information on the artist, visit her Web site at belleyang.com.

Honoring CHANCELLOR VANDERHOEF

In June, the dean and the School of Education's Board of Advisors honored outgoing Chancellor Larry Vanderhoef for his service to the campus and region and for his support to establish the School of Education.

Along with the dean, Board Chair Meg Stallard and Board Member Davis Campbell presented the chancellor with a framed digital collage, titled "Breathless," created by Kamille Inoceto, a tenth grader at Davis Senior High School. Her art teacher, Lynette Diem, works closely with the Sierra North Arts Project housed in the CRESS Center.



(Left to right) Dean Harold Levine, Board Chair Meg Stallard, outgoing Chancellor Vanderhoef, and Board Member Davis Campbell

Photos by TJ Ushing/UC Davis

WRITER/ILLUSTRATOR-in-Residence Spring Visits

In May, the School proudly hosted two renowned authors as part of its KLC Adler Children's Writer/Illustrator-in-Residence program. Marilyn Nelson and George Ancona spoke to student teachers about the joys of writing and discussed ways to open up their young students' minds to the possibilities of literature.

Established to promote the distinctive importance of children's literature in instruction and to inspire the use of creative arts in the classroom, the Writer/Illustrator-

in-Residence program seeks to strengthen teachers' instructional options, student learning, and the ability to foster the development and exercise of the creative arts in classrooms.

"It is a rare and enriching experience our student teachers receive through this program, and we are grateful for the generous and thoughtful gift that makes it possible," said Dean Harold Levine.

Marilyn Nelson

Poet Marilyn Nelson is the author or translator of 12 books and three chapter books. Her book *The Homeplace* won the 1992 Annisfield-Wolf Award and was a finalist for the 1991 National Book Award. *The Fields Of Praise: New And Selected Poems* won the 1998 Poets' Prize and was a finalist for the 1997 National Book Award, the PEN Winship Award, and the Lenore Marshall Prize.

Among her many honors, Nelson was a finalist for the National Book Award in 1991, 1997 and 2001. Two of her books, *Carver: A Life In Poems* and *Fortune's Bones* have been named Coretta Scott King Honor Books. She has won the Boston Globe/Hornback Award twice. Nelson's newest book of poetry is *Sweethearts of Rhythm*.

"Marilyn was very well received by our students," said Chris Faltis, director of teacher education. "They were amazed at her poetry and how she used formal structures in poetry to tell stories of social injustices. One student expressed his appreciation for being able to listen to and learn from a poet who combined her children's stories with real historical events."



Marilyn Nelson

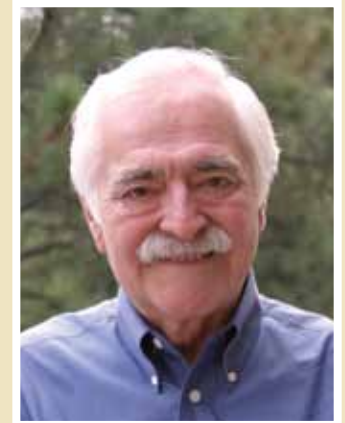
George Ancona

Photographer and children's author George Ancona writes books that chronicle the real lives of children.

"As a Mexican-American, I have been making books that bring me closer to my family roots. My early memories of school are what so many Spanish-speaking children experience when they begin schools in this country. The aspirations of their parents were those of mine," said Ancona.

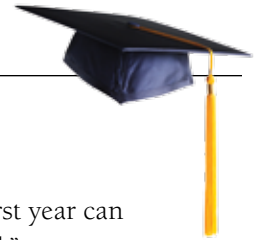
"Students were impressed with George's commitment to social justice," said Barbara Merino, teacher educator with bilingual education expertise. "He developed *Cuban Kids* after the Elián González incident in Miami to give a more nuanced view of Cuban children, and he did this very effectively."

Ancona's books have received numerous honors, including the 2003 and 2008 Américas Award Commended Book for *Capoeira and Murals: Walls That Sing*, respectively; the 2000 Pura Belpré Honor Book for *Barrio: Jose's Neighborhood*; and the 1997 Children's Book Council Notable Children's Books in Social Studies for *Mayeros: A Yucatec Maya Family*. 📖



George Ancona

GRADUATION 2009: A Celebration of Diverse Voices and Perspectives




This year's graduation ceremony, held at the Robert and Margrit Mondavi Center for the Performing Arts on June 10, was a celebration of different voices and perspectives on the impact our graduates can have in education and their communities.

San Francisco Unified School District Superintendent Carlos A. García gave a rousing speech encouraging students to think creatively, to believe in themselves, and to always advocate for their students. Other featured speakers included PhD candidate Lina Mendez and alumnus Adam Gelb (BA '03, Credential '05, MA '06), who taped his business card under the seats of all

credential graduates. "I know the first year can be tough," said Gelb. "Give me a call."

Chancellor Emeritus Larry Vanderhoef also spoke for the last time as chancellor, addressing education graduates' ability to make a real difference in teaching and learning in California and beyond. "Your legacy will be enviable," he said.

Earlier in the day, the School hosted special receptions for its doctoral graduates, and PhD students recognized Associate Professor Rebecca Ambrose for her service to students. 



Photos by TJ Ubbing/UC Davis

CHARTER SCHOOL Welcomes First Freshman Class

The first day of school this fall marked several milestones for West Sacramento Early College Prep, not the least of which were a move to its own campus and welcoming its first high school students.

West Sac Prep, a charter school run by the School of Education and its partners, Sacramento City College and Washington Unified School District, opened its doors just two years ago with sixth and seventh graders. This fall, the first high school students joined the student body to embark upon a journey that will shape their path to college and help all of us learn more about the power of young people to direct their own learning.



Teachers talk over their first day presentations before students arrive.

On the first day of school, ninth graders met with faculty to discuss what the school will become. Everything was up for discussion, from the schedule to the use of the facilities and the subjects that students will pursue.

After a brief all-school meeting, the 47 freshmen were divided into groups to discuss expectations for the coming year. Teachers explained that students will decide what projects or topics interest them, and teachers will shape college-prep requirements around what they want to learn (e.g., through science, history, literature, or math).



High school students get their first look at the charter school's new campus.

“Get a picture in your head of what is school. Now take that picture, crush it up and throw it out the window. School’s going to be different from here on out,” said Liz Altschule (Credential ’05, MA ’06), a language arts teacher at the school.

“So you guys are trying to make this like a mini college?” asked one student.

“Bingo,” replied Eric Garber, a mathematics instructor at West Sac Prep and current student in the School of Education’s MA program for practicing teachers. 📖

Education For All: Dean Featured in UC Davis Magazine

Founding Dean Harold Levine came to Davis with a vision for creating a School of Education connected to the real work of schools. This vision and his drive to create a unique charter school in West Sacramento take center stage in this fall’s *UC Davis Magazine*. The article is available online at ucdavismagazine.ucdavis.edu/issues/fall09/education_for_all.html. 📖

Harold Levine, dean of the UC Davis School of Education, chats with students at West Sacramento Early College Prep.



Photo by Keira Higgins/UC Davis

CRESS Center



Dixon High School students explored the UC Davis campus this summer.

Bridge to Employment Program Brings High School Students to Campus

This summer, 20 Dixon High School students attended a special camp at UC Davis that aimed to provide them with a taste of college life.

The camp is part of the Bridge to Employment (BTE) program, funded by Johnson & Johnson in partnership with Global Pharmaceutical Supply Group (GPSG), the School's Edward Teller Education Center, and the Dixon High School AVID class of 2010. A key program goal is awareness of and preparation for college, with a focus on math, science, and the health care industry.

The students, who participate in the Advancement Through Individual Determination (AVID) program created by School of Education alumna Mary Catherine Swanson (Credential '67), spent four days on campus and stayed in the dorms.

Students toured the School of Veterinary Medicine Teaching Hospital and the Bohart Museum of Entomology and heard presentations on the campus's new nursing school, air quality, Sacramento Area Youth Speaks (SAYS), and the Collaborative Learning at the Interface of Mathematics and Biology (CLIMB) program.

At the closing ceremony, students delivered a presentation about their experiences in the Bridge to Employment program via mural, theater, and spoken word. Luis Ramirez, PhD student at the School of Education, and Laura Warner of Johnson & Johnson (BA '95, JD '06) were lead counselors and will continue a third year of student engagement during the 2009-2010 academic year.

CRESS Center Receives \$1 Million Grant to Support Teacher-Based Reform

Teachers along California's Pacific Coast (representing 18 counties between Del Norte and Ventura counties) will soon benefit from a \$1 million California Postsecondary Education Commission grant administered by the School's CRESS Center.

The Pacific Coast Teacher Innovation Network (PacTIN) will support 24 teams of three to five teachers over a two-year period as they develop and implement creative and innovative approaches to engaging and motivating students.

Together with the CRESS Center, the Humboldt Science and Mathematics Center, the School of Education at Humboldt State University, and the West Sacramento Early College Prep Charter School will provide project leadership.

"This is really an amazing opportunity to enable a large number of teachers across our state to identify something they would like to learn more about and to pursue it for the sole purpose of improving instruction at their school," said Joanne Bookmyer, PacTIN project lead and director of teacher research.

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

The program will encourage an entrepreneurial spirit by granting teachers their own resources (up to \$30,000/

continued on page 26

CRESS Center from page 25

team) and holding them responsible for planning their own professional development. In year two, they will translate their new knowledge and skills into classroom practice and student learning in the classroom.

Members of the selected teams will present individual professional development plans for activities during their two years as PacTIN fellows. Activities may include attending conferences, conducting research at a university, interning at museums or libraries, completing formal university coursework, or other appropriate learning opportunities.

In the second year of the project, participating teachers will link their professional development activities to classroom practices, with the goal of positively impacting school site culture and supporting effective and relevant learning among students. Together, fellows will contribute to the body of knowledge about embedded professional development, teacher-driven school change, and professional learning communities.



Photos by TJ Ushing/UC Davis

CRESS Center Researcher Joanne Bookmyer (left) is project lead for the Pacific Coast Teacher Innovation Network (PacTIN).

Teacher teams interested in applying for a PacTIN grant should visit the project's Web site at teachergrants.ucdavis.edu. Proposals are due in December.

ARTSBRIDGE Program

Lara Downes Directing UC-Wide ArtsBridge, Too

Lara Downes, director of the UC Davis ArtsBridge program since 2001, has assumed the position of UC-wide ArtsBridge director. She will serve as coordinator of the ArtsBridge program systemwide and as program liaison to the UC Office of the President.

ArtsBridge is a unique school/university partnership in arts education that provides authentic, culturally relevant, sequential arts education of the highest quality to students and teachers in a wide range of regional K-12 schools.

Housed within the UC Davis School of Education's CRESS Center, ArtsBridge is part of a core of programs focusing on school site leadership development, program evaluation, and participation in a broad alliance of

higher education and K-12 for the greater Sacramento region. UC Davis ArtsBridge integrates the resources of the School of Education, the Division of Humanities, Arts and Cultural Studies, and the Mondavi Center for the Performing Arts, in service of our region's K-12 schools.

Other ArtsBridge programs are housed at UCLA, UC Irvine, UC San Diego and UC Santa Cruz, with programming that reaches up to 40,000 K-12 students annually.



Lara Downes

continued on page 27

CAP-ED

Funding Renewed for Superintendent Executive Leadership Program

The School's Center for Applied Policy in Education (CAP-Ed) has received renewed funding from the Stuart Foundation to continue its Superintendent Executive Leadership Forum (SELF).

In a series of sessions, SELF engages prominent educators, scholars and researchers to work directly with a regional cohort of selected California district and county superintendents. Fellows develop understandings about how school district offices can support and enhance effective leadership and instruction at school sites.

The first cohort of 15 superintendents who began in 2009 will continue to work with each other and prominent guest faculty through 2010. In addition, a new cohort of approximately 15 will begin the program, working with guest faculty around the topic of reinventing the central office to support high-quality teaching and learning.



CAP-Ed's Managing Director Julie Maxwell-Jolly and Faculty Director Thomas Timar

Policy Center to Research English Learner Practices in Three School Districts


Researchers at the Center for Applied Policy in Education (CAP-Ed), supported by a \$200,000 Cowell Foundation grant, will conduct in-depth analyses of programs for English learners in Napa, Tahoe Truckee, and Dixon school districts.

Based on those analyses, researchers, led by CAP-Ed's Managing Director Julie Maxwell-Jolly, will create district-specific plans for making improvements in the services and instruction they provide to English learners.

"We will work with districts to develop a plan for change, assist them with first steps toward improvement, and consult with them about a longer-range plan of action," said Maxwell-Jolly.

Researchers will explore how English learners are performing academically on a range of measures, including graduation rates, compared to each other and to native English speakers.

"We will also explore the differences in course-taking patterns at the secondary level between English learners and other students because these indicate the extent to which EL students are provided access to or meet the requirements for enrollment in college-prep courses," said Maxwell-Jolly.

This work replicates a similar research project CAP-Ed conducted for the Davis Joint Unified School District in 2007. 

EDUCATION Faculty Fund

Anonymous donors established the Education Faculty Fund to recognize past and present Department, Division, and School of Education faculty. When the fund has received sufficient gifts to establish an endowment, income will provide support for teaching credential and graduate degree students. Gifts have been made to honor the following people:

Hugh Black	Phyllis Clayton Ridling
Dorothy Blackmore	Kay Sain
Donna Brandon	Julius "Sass" Sassenrath
Del Bryant	Evelyn Silvia
Maryann Gatheral	Lee Troutner
Jack Lowry	Henry Trueba
Doug Minnis	Dave Wampler
Lawrence Newberry	George Yonge
Victor Perkes	

If you would like to make a gift to recognize someone who has affected your life and career, please visit education.ucdavis.edu/giving.

"My donation is in gratitude for the contributions to scholarship of my master's thesis committee: Don Arnstine, Jack Lowry, and George Yonge. I especially wish to honor George Yonge. In retirement, he has translated important research on 'pedagogics'—originally published in Afrikaans—into English for the benefit of American educational researchers and educators." (These translations are available at GeorgeYonge.net)

— Muriel Brandt (MA '77)

Ways to GIVE

Creating Your Legacy: Planned Giving

Including the School of Education in your estate plans is a very meaningful and simple way to "give your values." We are honored by alumni and friends who have named the School as a beneficiary in their wills and living trusts. And, we invite others to consider joining this exceptional group in expressing belief in making a difference.

Investing in the Future: Endowment Gifts

Endowments are a mark of distinction for the School of Education, and for our generous donors. With a gift to an existing endowment, or by creating a new one, donors are making an unmistakable commitment to the future of teaching and learning.

Making a Difference Today: Annual Fund Gifts

We are extraordinarily grateful for the hundreds of alumni, faculty, staff, students and friends who have given to the School of Education's annual fund. You are having an impact today—through student scholarships and outreach to local schools and students, for example—while building the foundation for making an even more significant difference tomorrow.

Leading by Example: Dean's Leadership Council

We are proud to recognize donors who are setting an example with their own giving. You can join the Dean's Leadership Council by making a significant gift to the annual fund, or by making a major gift for a purpose that expresses your passion for education, or by making a gift through your estate plans.

Thank You

From the earliest stages of our development as a campus, philanthropy has played an important role in our ability to make a lasting contribution to the things that matter to all of us. We at the School thank our donors and honor their contributions.

Endowed Funds

These generous donors established permanent funds, the income from which supports our programs, faculty and students in perpetuity.

Anonymous

to establish two endowed funds for program and student support

Marcia & Mark Cary

to establish the Mark Cary Reflective Learner Award

Dolly & David Fiddymment

to establish the Dolly & David Fiddymment Chair in Teacher Education

Nancy & Thomas Patten

to establish the Farrer/Patten Award in Teacher Education

Sandi Redenbach

to establish the Sandi Redenbach Students "At Promise" Award

School of Education Annual Fund Donors

to establish the Dean's Leadership Fund

Susan Schnitzer

to establish the Susan Schnitzer Fellowship in Teacher Education

Children's Center at Sutter Medical Center, Sacramento

to establish the Words Take Wing Endowment

Corporations, Foundations, and Associations

We value the endorsement of our mission by the following organizations.

Amgen Foundation
Annie's, Inc.
Anonymous
Association for Institutional Research
AT&T
BayBio
Big Books By George
The Boyd Family Foundation
California County Superintendents Educational Services Association
California Retired Teachers Association
Capstone Press
Charles Stewart Mott Foundation
Children's Center at Sutter Medical Center, Sacramento
S.H. Cowell Foundation
Education Graduate Student Association
ExxonMobil Foundation
Foundation Consortium for California's Children and Youth
Foundation for Child Development
Bill and Melinda Gates Foundation
William T. Grant Foundation
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Heinemann Raintree Publishers
William and Flora Hewlett Foundation
Intel
James Irvine Foundation
Isabel Foundation
Johnson & Johnson
Walter S. Johnson Foundation
Kiwanis Club of Davis
Lawrence Livermore National Security

"I support the School of Education because it has the potential to offer rational thought in an often irrational society. Calm but candid thinking has been a hallmark of this school since its inception. My support is aimed squarely at the continuation of this tradition."

— Herb Cross (BA '67, Credential '68)

National Council for Community and Education Partnerships
Norwood House Press
Oracle Corporation
David & Lucile Packard Foundation
Primary Concepts
Rockefeller Foundation
Sacramento Area Library Organization
Scholastic, Inc
Sierra Health Foundation
Tri-Valley Community Foundation
UC Davis Children's Hospital
Union Bank of California Foundation
Woodland Reveille Lions Club
Woodland Sunrise Rotary Foundation
Woodrow Wilson National Fellowship Foundation

Dean's Leadership Council

Dean's Leadership Council members support the School with their gifts of \$1,000 or more, including planned gifts made through estate plans.

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Anonymous
Patricia & Jorge Ayala

Marlene Bell
Judith Blum
Jan & Davis Campbell
Marcia & Mark Cary
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Susan Schnitzer
Carol & Hal Sconyers
Peggy Shannon
Tom & Meg Stallard
Mary Catherine & Thomas Swanson
Connie & Glen Thomas
Wendy & Lou Vismara

continued on page 30



Siblings Herb Cross (BA '67, Credential '68) and Sharon Cross Rose (BS '60, Credential '61) support the School financially and through volunteer leadership. Herb is a member of the School's Board of Advisors and Sharon serves on the School's Alumni Council.

Faculty and Staff

Financial gifts from current and former School of Education faculty and staff reinforce their commitment to strengthening teaching and learning for all students.

Jamal Abedi
Rebecca Ambrose
Sarah Anderberg
Steve Athanases
Rose Bacchini
Allan Bellman
Joanne Bookmyer
Karen Bray
Cynthia Carter Ching
Marie Carter-Dubois
Maria Casas
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George Yonge
Joan Zimmermann

"Individuals often spend money for their needs and wants, but they donate money to organizations and causes because they reflect the values the individual holds. We value our education at UC Davis. Twenty years after receiving our degrees, the value we attach to our UC Davis degree is as strong as ever."

— Todd A. DeMitchell (MA '90) and Terri A. DeMitchell (MA '90)

Annual Fund

These gifts, received between July 1, 2008 and June 30, 2009, were made to the School of Education Fund, the New Teachers Fund, the School of Education Community Fund, and other funds supporting our people and programs. We are grateful to these hundreds of people who have joined with us in making a difference.

Susan Abate-Kilday & Bruce Kilday
Jamal Abedi & Fereshteh Hejri
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Doris Grimley
Susan Grossman
Shannon & Robert Guerrero
Carolyn & Matthew Gulbrandsen
Gwynn Gulden
Kathleen & Daniel Hagerty
Barbara Hake

"I received an excellent education at UC Davis. Upon graduation, I was fully prepared to teach high school because I had outstanding professors to show me the way. By supporting the School of Education financially, and sharing my time and experience, in a small way, it helps to continue sending well-trained teachers into our schools and communities. It gives me a chance to give back to the University."

— Sharon Cross Rose (BS '60, Credential '61)

Lauren & David Hall
Susan Hamlin
Marilyn Hampton
Donald Hanson
Juliete & Daniel Harris
Susan Harvey
Kerry & Martin Hasa
Heidi Hefner & Gregory Tripp
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Diana Zaragoza
Joan & Matthias Zimmermann

The honor roll of Annual Fund donors reflects gifts to the School of Education between July 1, 2008 and June 30, 2009. We have made every effort to ensure that we have recognized our donors accurately and, to that end, would appreciate you contacting Jon Parro at (530) 754-7024 or jparro@ucdavis.edu with any corrections or questions.

Thank you very much!

Autism Education Fund

Donors to this fund, established by Assistant Dean Marie Carter-Dubois, help address the growing need to prepare teachers and schools in their work with students with autism spectrum-related developmental challenges.

Scott G. Allen
Jennifer Cardone & MaryAnn Mellor
Marie & Jason Carter
Kathryn P. Chwaz
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"UC Davis provided me with my first employment opportunity in higher education even though I may have seemed 'unpromising': no higher education background, a recent undergraduate, and previously a municipal firefighter. UC Davis provided me with the opportunity to attend graduate school and with an important 'kick start' to a long and productive career. My hope is that the university and the School of Education will continue to be accessible and provide these opportunities to future students, who may not have a 'traditional' educational background."

— Augie Gallego (MA '76)

School of Education
University of California
One Shields Avenue
Davis, California 95616-8609

(MAIL)

Upcoming **EVENTS**

Help Us Celebrate Our Move to New Digs

This fall, the School of Education will move to what was formerly known on campus as AOBIV (near the Quad and Memorial Union) but is now officially named the School of Education Building. Help us celebrate at an **Open House** on January 29, 2010, at 5 p.m.

Sixth Annual Words Take Wing: Honoring Diversity in Children's Literature Lecture

Belle Yang
March 5, 2010
Matinees: 9:30 & 11 a.m.
Evening Lecture: 7 p.m.
Vanderhoef Studio
Theatre, Mondavi Center



"On My Father's Shoulders"
by Belle Yang

UC Davis Picnic Day

April 17, 2010

Honoring Educators Reception & Distinguished Education Alumni Award Ceremony

May 6, 2010

School of Education Graduation Celebration

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



Check the School's Web site for
details on these and other events:

education.ucdavis.edu