

Catalyst

SPRING 2015



**Guardian Teacher
Scholars** *(Hen Werner, left)*

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2014-15 Student
Scholarships Report

– Page 18

Message from the Dean

In this issue of the UC Davis School of Education's *Catalyst* magazine, we celebrate another year of accomplishments for students, faculty and alumni. We are particularly proud of our efforts to increase scholarship support to our students. Thanks to many of you, we offered more scholarships this year than in any other. The special report inside illustrates the impact scholarships make on our students' ability to earn their credentials or degrees and to launch careers that I believe will shape the future of public education.

Several of the articles in this issue highlight our focus on interdisciplinary research and expertise in the areas of bilingualism and second language learning; the efficacy of online learning in higher education; gaming and its connection to health and nutrition learning among youth; and citizen science. We also offer brief summaries and links to presentations from our Distinguished Educational Thinkers Speaker series – one on the power of hip-hop in youth culture and learning and a second on the future of teacher education. The issue contains, as well, other news about School of Education events, including two of our signature celebrations: *Words Take Wing* and the annual Honoring Educators Awards Ceremony and Reception.

Profiles on alumni, faculty, students and one very special long-time advisor to the School, Dr. Jorge Ayala, provide a window into the heart and soul of our School: the imaginative, passionate and hard-working people who make up our community of scholars.

Finally, we share our latest *U.S. News & World Report* ranking. In less than a decade, the School has moved from an early ranking of 68 to our most recent 2016 ranking of 38. Being designated among the top 40 schools of education is a remarkable achievement so early in our history, especially since we are also one of the smallest in terms of faculty and students. We are honored by the recognition.

I am grateful for your stalwart support and advocacy for the School. Together we are One School—
an amazing force for positive change in the
schooling and learning opportunities
for the diverse learners of our
region, state and beyond.
Thank you.

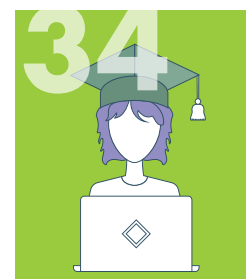
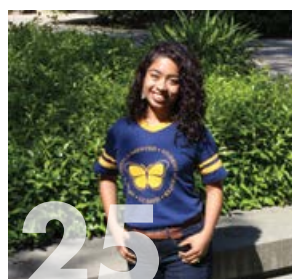
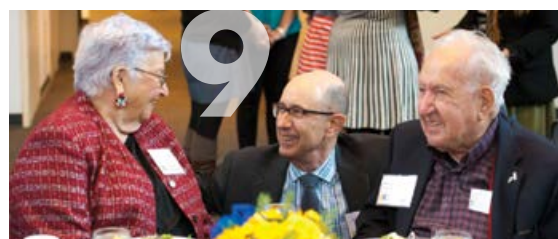
– Dean Harold G. Levine



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Trailblazer

RETIRES AFTER A CAREER DEDICATED TO STUDENTS



Jorge Ayala

Frustrated and “fed up” with tests, the young man casually colored in the multiple choice bubbles, his No. 2 pencil randomly jumping from one scribble to the next. The dismal score betrayed his disdain.

Jorge Ayala remembers the day his eighth grade math teacher called in Dad to confront the young scholar. “My teacher knew the score didn’t reflect my mastery of the subject,” said Ayala, newly retired superintendent of the Yolo County Office of Education. “He made me take the test again. He cared enough not to let me fail, and I realized I couldn’t just step out of my own learning.”

Retiring after a 40-plus-year career dedicated to teaching and leading others, Ayala credits his own caring teachers, his parents’ strong work ethic, and an insatiable desire to learn as the drivers of his success.

“Pianos in Every Classroom”

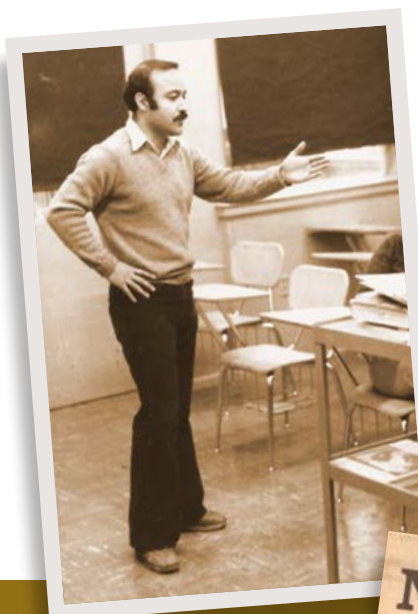
Ayala’s educational odyssey began with exposure to the Chevron Radio Hour in elementary school, a series of classical music recordings edited from *The Standard School Broadcast* and furnished to elementary and junior high schools throughout the West in the ’60s and ’70s. This experience, along with exposure to “pianos in every classroom” and an education steeped in the arts, sparked Ayala’s lifelong passion for classical music and the role of the arts in education.

“The focus then was on the mind and body,” said Ayala, who was born in Mexico and brought to rural Fortuna, Calif. by his parents at the age of seven. “We had a much wider exposure to the arts and physical education. I even had the chance to study Chinese and play cricket in seventh grade.”

His love for the arts stayed with him. In high school, he aspired to a career in radio and was offered a spot in an expensive yearlong college program. His parents—who made it only to sixth grade, his father a gardener and painter at the local community college—offered to cover the cost, but Ayala couldn’t justify the sacrifice. He enrolled in community college instead.

“Community college provided a fantastic education,” said Ayala, the first in his family to graduate from college. He took a wide range of classes, including music, art, photography and psychology, even a speed-reading course. “It was a well-rounded education,” a strong foundation for earning his bachelor’s degree at Humboldt State University.

Ayala, who did not speak English when he arrived in Northern California as a child, worked his way through college, first at the local lumber mill and eventually as a program operator at a local PBS station. When the PBS station offered him the opportunity to create a Spanish children’s program, he turned it down to complete his teaching credential. During college, Ayala spent a summer at the University of Guadalajara, Mexico, taking history and literature classes, gaining a greater appreciation for his native culture and a desire to forge a career in education.



& Diplomat

After earning his credential, Ayala embarked on a two-week vacation to Mexico City, which turned into three years teaching English at British and American schools. There he met his wife of 39 years, Paty, whose family was highly educated. They married on May 15, 1976, Teacher's Day in Mexico, and he became a U.S. citizen upon his return to the States. Ayala's first classroom job was at Esparto High School teaching Spanish, English as a Second Language, and history, and coaching basketball. After seven years in the classroom, he was pressed to serve as the vice principal. Later he would spend six years as the vice principal at Woodland High School.

Though he was reluctant to be an administrator, "always the disciplinarian," he eventually realized that he could influence the way in which his institutions treated students. Ayala took the helm at Cache Creek High School in 1989, Yolo County's continuation high school. "I wanted Cache Creek to be recognized as an alternative, not a lesser, school where students received the social-emotional support they might not have been getting. Without that focused support, students can't succeed," he said. Along the way, Ayala earned a master's degree in Spanish and a doctorate in education.

"All the Bits and Pieces Add Up to Something Big"

Ayala was elected superintendent of the Yolo County Office of Education (YCOE) in 1998, retiring after 16 years of service in December 2014. The first Latino to be elected county superintendent in California, Ayala leaves behind a notable legacy, one that reflects his focus on students, collaboration, and diplomacy.

"We were small, but we were noticed," said Ayala, who lists among his accomplishments the opening of a state-of-the-art conference center and building for the YCOE where the focus was on putting multi-million dollar grants to work for teachers and students. To increase his influence further, Ayala has served on many education boards and community organizations, as well as chairing numerous WASC (Western Association of Schools and Colleges) accreditation teams over 11 years throughout California, Hawaii, and Southeast Asia.

In 2003, Ayala became a member of the UC Davis School of Education's Board of Advisors. "The dean reached out to me, and we started building a strong working relationship from the very first meeting," said Ayala. "The School is a very open place that invites people to be part of the effort to build strong foundations for youth and teachers."

"Always Wanted to Be a Diplomat"

Ayala has spent his career bringing people together to provide students with "safe, structured and nurturing environments where they are encouraged to learn. That's what I had," he said. And that's what he has provided to the thousands of students he has served over the years, and to his own children, a son and daughter, who excelled in college and now have careers in physical therapy and teaching.

"All of the things I wanted to do in my youth, I accomplished in my career," said Ayala.



NEW TEACHERS JOIN MIDDLE SCHOOL STAFF.

by John Gower.

Four new teachers, Mr. Ayala, Mrs. Liebenau, Mrs. Peacock, and Mr. Taylor have joined the already impressive Middle School staff.

Mr. Ayala, a Spanish teacher, says that his IB1 Spanish class will be speaking Spanish at the end of the year. Born in Mexico, he went to the U.S. to study and returned to find a job here. He likes to travel and enjoys sports.



Darwin, DaVinci, and a Couple of Penguins Walk into a School...

PROJECT-BASED LEARNING ON DISPLAY

A Blue-Tailed Booby, Scalloped Hammerhead Shark, two pink flamingos, and a menagerie of other creatures trekked through 500 million years of evolution and the halls of DaVinci Junior High to take center stage at a recent “Galapagos Island Night” event in Davis, Calif.

In March, **Megan McKenzie** (BS '06, Credential '08, MA '09) darted through throngs of parents and well-wishers in the halls of the school where she teaches eighth grade science and ninth grade biology, mistress of ceremonies at the annual schoolwide event that is the culmination of a year-long effort to bring evolution to life for her students.



Students explain to teacher Megan MacKenzie (in green sweater) how the Galapagos Tortoise had to evolve over time. Today, the tortoise eats primarily vegetation, but the students imagine a massive invasion of non-native snails that over millions of years eat all of the vegetation. To survive, the tortoise must evolve to eat insects, which requires a much lighter and quicker animal. As a result, the tortoise 500 million years from today has a lighter shell and longer legs, enabling it to run and thus catch the vast amounts of insects the creature must devour to live.

In every classroom, small groups of ninth grade biology students manned exhibits of creature models and interactive timelines to present their predictions for how animals in the Galapagos Islands might evolve over millions of years based on a major environmental change the students imagine.



Early in the school year, students were asked to research an existing animal living in the unique islands off the coast of South America made famous by Charles Darwin. Over the course of the school year, McKenzie leads her students through the process of conducting the research, then creating a food web, timeline and life-size models of their creatures in present and future environments.

This approach, known as project-based learning (PBL), has “become a popular way to engage students in thinking about and doing science, and provides teachers with a way to incorporate and assess strategies that the Next Generation Science Standards and the Common Core State Standards are advocating,” according to Rick Pomeroy, science educator, lecturer and supervisor in the UC Davis School of Education’s teaching credential program.

“This is a great project because it helps deepen students’ understanding that evolution doesn’t develop randomly or suddenly,” said McKenzie. “It forces them to justify and explain changes.”

In addition to the learning McKenzie’s students were engaged in, Pomeroy assigned several student teachers in the science credential program to evaluate the junior high school students’ critical thinking and presentation skills. McKenzie used the pre-service teachers’ scores to provide a grade for this final stage of the projects.

“I felt it was important for the pre-service teachers to experience the end product as part of their science methods instruction,” said Pomeroy.

Pomeroy directs the Young Scholars Program (YSP), a summer residential research program designed to expose approximately 40 high achieving high school students to the world of original research in the natural sciences with emphases on the biological, environmental and agricultural sciences. McKenzie is associate director. Learn more at <http://ysp.ucdavis.edu>.

Children's Writer/Illustrator-in-Residence Helps Teachers Recognize the Power of Story to Inspire

A BROADER VIEW OF THE WORLD

"Story helps us understand others and ourselves better."

– Joseph Bruchac, children's literature author

In December 2014, Joseph Bruchac, this year's Children's Writer/Illustrator-in-Residence spent two full days in Davis to work with students in the School of Education's teaching credential program. During Bruchac's visit, he presented to the multiple subject credential candidates (42 students) twice and to the single subject social studies and English language arts credential candidates once (48 students). He also met with faculty, 15 resident teachers, and others engaged in the School's credential program.

Bruchac's advice to the aspiring elementary school teachers focused on the power of language and storytelling to help children understand the wider world around them while also helping them to develop a stronger sense of self. He told the student teachers that all conversations among diverse people—in or out of classrooms—must begin with "who we are." This is a native tradition and one that he and other Native American storytellers emphasize.

After spending a little time describing his heritage (he is Slovakian and Abneki, a Native American tribe from the Eastern United States), Bruchac modeled a typical story that he might share with elementary school students to illustrate the dangers of hubris and the rewards of kindness and respect: this one about how Raccoon went from being lithe and fast to round and slow.

He explained that in his native culture, elders pass on important lessons through an "interesting and enjoyable" story, rather than punishment or lectures. "This helps children remember and the lesson becomes part of the fabric of their lives," he said.

Drawing a circle on the board he then explained that stories help children see all of life as part of a circle. "All living things



are related," he said. "We are not elevated, but rather a part of each other. Every place on the circle is equal, but also unique and different." He told the teachers that by helping students think of the world in this way—particularly through storytelling—young people can begin to "understand our common humanity" and realize that "the circle is ever-expanding."

The lack of understanding about our commonality occurs when there is a "seeking of power." Out of the circle, one may "spiral into self-pity, isolation and anger," he said. In native culture, there is a belief that one can just turn around to reverse the spiral.

He also explained that one must be rooted in one's own culture before he can understand others. Without this grounding, we can fall prey to stereotyping, a problem that Bruchac sees too often in children's literature and other popular culture about Native Americans.

"I began writing native stories because I didn't see the reality in how Native Americans were being represented," he said. "There are still many stereotypes in children's literature."

Bruchac shared resources for finding accurate and enjoyable children's literature about Native Americans, reassuring the teachers that it is good to share stories with their students about different cultures, but that it is important to try to find good materials. "Teaching is a noble profession, but one with great responsibility," he said.

During his stay in Davis, the author also visited local classrooms and led parents and children in a Family Author Night at Plainfield Elementary School in Woodland, Calif.

Marlene Bell (BA '68, Credential '71) received a Lifetime Award for Embodying Equity and Diversity at the annual Equity Summit held at UC Davis in March. "Marlene is a founding member of the Equity Summit. This is a small feat in her vast array of accomplishments," said Vajra Watson, director of research and policy for equity and organizer of the summit. "At the core of Marlene, both personally and professionally, is a commitment to ensure education serves all children. She helps build a better world and continues to push forward for African American students."



Marlene Bell

LeAnn Fong-Batkin (EdD '11), education programs consultant at the California Department of Education; **Frank Kobayashi** (EdD '09), dean of the Natomas Center of American River College; and **Margaret Williams** (EdD '11), department chair and instructor of communication studies at Sierra College, presented "Diversity on Top: Creating and Sustaining Leadership Diversity in Administrations" at the annual conference of the Association of

California Community College Administrators in February. All three alumni researched diversity in community college leadership for their dissertations. They were joined by three other colleagues. You can find the presentation by searching for the conference at <http://www.accca.org>.

Lisa Hegdahl (BS '85, Credential '91), who teaches eighth grade science at McCaffrey Middle School in Galt, Calif., was featured on CBS Sacramento in December for being among the first educators in our region to implement the Next Generation Science Standards (NGSS), adopted by the California State Board of Education in September 2013. According to Hegdahl, the Galt Joint Union Elementary School District is one of 10 districts in California to receive a NGSS Early Implementation grant to begin developing NGSS lesson series. Hegdahl also serves on the board of directors for the California Science Teachers Association. Find the full story at <http://sacramento.cbslocal.com>.



Lisa Hegdahl

John Shelby (BS '06, Credential '07) has been named Teacher of the Year at Homestead High School in Cupertino, Calif., where he teaches computer science. Fellow alumnus **James Ratti** (BA '05, Credential '06, MA '07), who teaches English, met Shelby at Homestead and helped nominate him for the honor. Ratti writes, "John crosses borders. He has been instrumental in building the computer science program at Homestead; is club advisor for the Climbing Club, Programming Club, and Science Olympiad; and is a real leader of collaboration outside of Homestead as well, currently working with a group of teachers who are designing a pathway of courses designed to increase access to computer science for under-represented students, such as Hispanic students, low-income students and girls." In 2013, Ratti received a Dorothy Wright Outstanding Teaching Award from San Jose State University (SJSU) for excellence in teaching high school English.

Demetrios Spyridakis (BA '06, MA '09) has been named a member of the "Young Scholars Editorial Board" at the *Journal of Negro Education* at Howard University. Spyridakis, who received an EdD from Teachers College at Columbia University, is scholar-in-residence at the University of Pennsylvania's Penn Center for Minority Serving Institutions.

HIGHER ED

CANDEL Alumnus Co-Authors Guidebook on Teaching Men of Color

Khalid Akil White (EdD '14) has co-authored *Teaching Men of Color in Community College: A Guidebook* by J. Luke Wood, PhD; Frank Harris III, EdD; Khalid White, EdD.

White, a recent graduate of the UC Davis School of Education's Capitol Area North Doctorate in Educational Leadership (CANDEL) program, teaches at San Jose City College in San Jose, Calif., and is engaged in the Minority Male Community College Collaborative (<http://interwork.sdsu.edu/sp/m2c3>), a project of San Diego State University's Interwork Institute to enhance access, achievement, and success among minority male community college students.

White's dissertation was titled "The California Community College Experience, For Real: A Study of African American Male Student Perceptions and Experiences." He received his MA from Harvard University and his BA from Morehouse College. *Teaching Men of Color* is available for purchase at <https://m2c3.redshelf.com>.



Dean's Leadership Circle

CELEBRATES PHILANTHROPIC IMPACT

In December, members of the Dean's Leadership Circle (DLC) joined the dean and UC Davis School of Education student scholarship recipients at the School's annual DLC recognition luncheon. The keynote speaker was Eden Haven-Martinez (Credential '15), a 2014-15 Guardian Teacher Scholar, who shared her personal story and how scholarship support has enabled her to pursue her teaching credential and master's degree.

The DLC recognizes annual donors of \$1,000 or more, as well as donors whose lifetime giving to the School totals \$25,000 or more. Their support helps us to reach even higher during our next decade of service to the region, state and beyond.

"The DLC represents our most generous supporters, so we are honored to have an opportunity to celebrate their deep commitment to the School and to recognize the impact their generosity has on every one of our endeavors, in particular on the work of our students and faculty," said Dean Harold Levine.



FACULTY NEWS & NOTES

In December, **Heidi Ballard**, associate professor of education, was named a 2014-15 Chancellor's Fellow. The Chancellor's Fellows Program recognizes "the rising stars who shine as teachers and campus citizens, and whose scholarly work already puts them at the top of their fields—garnering attention far and wide." It is one of the highest and most prestigious honors on campus.

Ballard's selection as a Chancellor's Fellow will ensure that her scholarship receives wider recognition and will enable her to pursue her work in new and creative ways. Ballard will hold the title of Chancellor's Fellow until July 1, 2019, and will receive a one-time award of \$25,000 to support her research and projects.

The Chancellor's Fellows Program is supported by funds from the Chancellor's Club and the UC Davis Annual Fund. The goal of the program is to honor the achievements of outstanding faculty members early in their careers. Associate Professor **Michal Kurlaender** was selected as a Chancellor's Fellow in 2013.

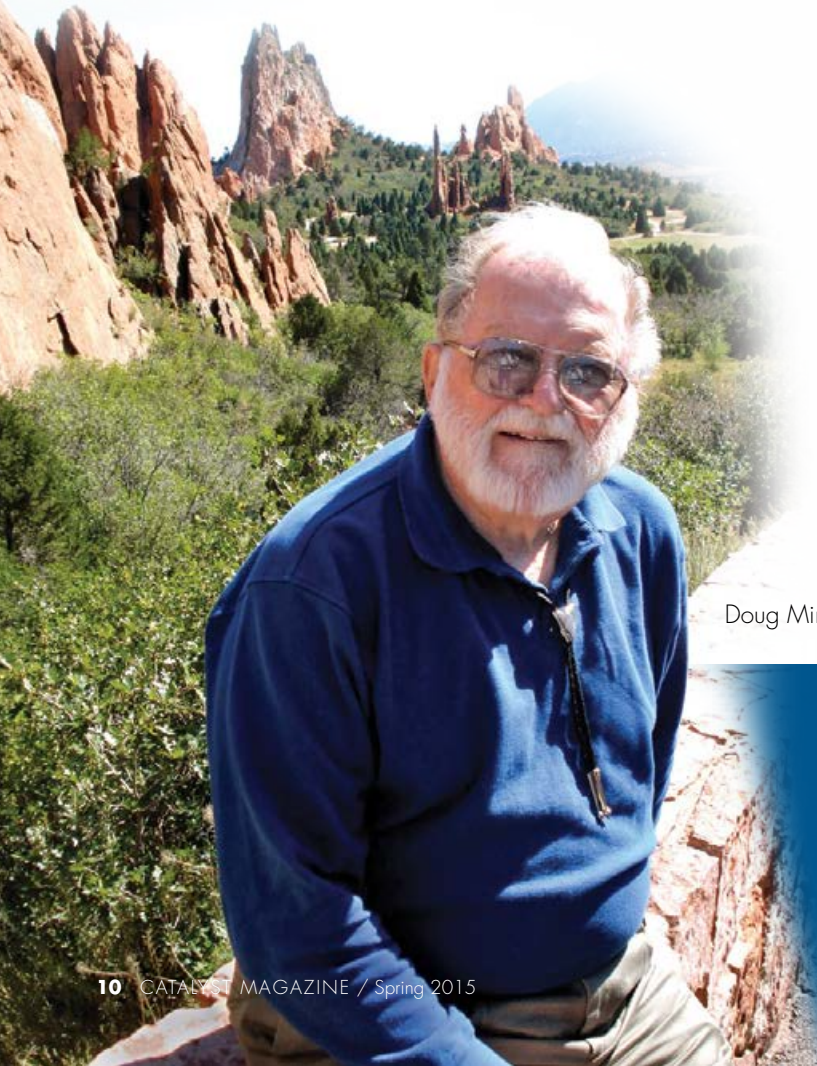


Heidi Ballard



For the second year in a row, **Michal Kurlaender**, associate professor of education (right), has been named one of the most influential education scholars in the country in *Education Week's* annual "Rick Hess Straight Up Edu-Scholar Public Influence Rankings."

In April, Dean **Harold Levine** and Michale Kirst, president of the California State Board of Education, co-wrote "Why Colleges Should Care About the Common Core" for *Education Week*. In the piece, Levine and Kirst lay out their concerns that colleges and universities may not be prepared to educate the students who will soon be entering their institutions armed with a "more inquiry-based" and "collaborative problem-solving" approach to learning. The authors write, "These are not likely to be the skill sets or course-taking experiences called for in the majority of today's college-level freshman and sophomore courses. Rather, these tend to be large-enrollment, minimally interactive, and textbook-based." Citing the "historical disjuncture and lack of alignment between K-12 and higher education," the authors call for their colleagues to prepare now: "It's now time to ensure that when Common Core creates more 'college-ready' students, the colleges they enter are ready for them." Read the full commentary at <http://www.edweek.org/ew/articles/2015/04/15/why-colleges-should-care-about-the-common.html>.



Doug Minnis

Retired teacher education faculty members **Doug Minnis** and **David Wampler** wrote articles for the spring 2015 *Issues in Teacher Education: A Journal of the California Council on Teacher Education* (Vol. 24). Minnis' article "Fond Memories of Cal Council" appears on pages 29-34. Wampler's "CCET: Key to My Development as a Teacher Educator" is on pages 57-60.

Putting Teachers in **CHARGE** OF **CHANGE**

*An Evaluation of Years-Long Project Shows Professional Growth,
Greater Confidence to Teach Common Core*

- ✓ Ask teachers to define the learning needs of their students.
- ✓ Add a pinch of money for teachers to develop their own professional development.
- ✓ Mix in collaboration and time.

This is a recipe for improved instruction, according to a recent evaluation of the Pacific Teacher Innovation Network (PacTIN), a project funded through the California Department of Education and administered by Resourcing Excellence in Education (REEd) in the UC Davis School of Education.

The PacTIN project was part of a larger statewide initiative known as the Teacher-Based Reform Grant Pilot Project (T-BAR), which served approximately 750 teachers. The PacTIN region (comprising California's coastal counties from Ventura through Del Norte) provided funding to a total of 300 teachers, organized as small local teams in three funding cohorts, beginning in 2010. Grant funds were used for teacher-driven professional development activities that focused on strategies targeting specific areas of student need. The total awarded to all three cohorts was \$1.5 million. The average awarded per team was \$21,000.

The evaluation of PacTIN's impact included a survey of all participating teachers, administered in fall 2014, and a case study examination of three teams from the first cohort of funded projects. Researchers sought to identify commonalities of process and outcomes across the region, and to inform future efforts to support teacher-driven professional development that can lead to systemic improvement in schools and districts.

Even with the wide variety in grade levels taught, content foci, and local contexts, survey results indicate that a majority of teachers across the cohorts felt that their participation increased their confidence and pedagogical knowledge, improved their classroom instruction strategies, and eased their transition to Common Core standards and expectations.

Respondents also report improvement in their students' engagement and learning outcomes, and in their ability to identify and meet individual student needs:

- Nearly all (94%) teachers reported changes in their students' learning outcomes as a result of grant-related professional development.
- Most (82%) reported increased capacity to meet the specific learning needs of their students, and 75 percent said they



modified or created new curriculum as a result of their participation in the grant.

- The vast majority (at least 90%) said they had more confidence to make changes in their instruction, incorporate new technologies, and transition into teaching the Common Core State Standards.

Though the researchers conclude that this model of professional development has “strong and lasting impacts” on the individual participants, they caution that sustained impact on learning and practice requires “administrative recognition, support and participation.”

A good proportion of the respondents (72%) said their participation helped them influence teaching practices at their school sites, but only 24 percent reported a shift in the amount of support and feedback they received from their school or district leadership.

“It can be a delicate balancing act to retain the teacher-driven character of the T-BAR model while garnering administrative buy-in that supports, without necessarily controlling, program activities,” the report says.

Access the full evaluation report at <http://education.ucdavis.edu/research/t-bar-pactin-retrospective-evaluation>.

An article about this work is in the June issue of *JSD*, a bimonthly publication of Learning Forward, at <http://learningforward.org/publications/jsd>.

For more on the PacTIN projects, access a series of short video interviews with participating teachers at <http://education.ucdavis.edu/professional-development-resources/pactin-digital-storytelling>.

COLORBLIND BILINGUAL PROGRAMS PERPETUATE RACISM: A Call for Race Radical Vision

Many assume bilingual education can level the academic playing field for English learners, but one UC Davis professor calls foul on current programmatic practices.

In a new paper presented at the Annual Meeting of the American Educational Research Association (AERA) in April, education professor **Chris Faltis** argues that “colorblind” approaches to multilingualism in education mask agendas that privilege the dominant, or “whitestream,” culture.

Drawing upon research first done by Jodi Melamed of Marquette University, Faltis asserts that scholarship on bilingual education over the last 25 years has “strategically erased race” from bilingual education. In its place is “coded language that bilingual education serves mainly poor, Spanish-speaking children and youth; children of undocumented parents; and brown people.”

Because many bilingual programs are cast as a means “to close the achievement gap between white and Hispanic children,” according to Faltis, the false notion that race and



Chris Faltis

academic achievement are causally linked gets perpetuated. “When bilingual education is presented this way, racial beliefs about Hispanic children are accepted as a social reality.”

Worse still, Faltis says research and practices in bilingual education “ignore the role of social language in learning, destroying local language practices in bilingual communities,” and positioning academic English as superior to Spanish.

“While there are arguments for using colorblindness as a promising approach to advocate for bilingual education,” said Faltis, “in the long run, erasing race from bilingual education scholarship ultimately enables racism to fester and racial injustice to persist.”

Faltis offers an alternative Race Radical Vision that resists race-erased “official anti-racist policies and programs” and places greater value on the ability of local language communities to advocate for social justice and resist racist language and practices.

Providing Expertise in **CITIZEN SCIENCE RESEARCH**

Heidi Ballard, associate professor of environmental education, presented talks on citizen science and public participation in scientific research at the Cambridge Conservation Forum in November 2014 and at the first-ever Citizen Science Conference that preceded the annual meeting of the American Association for the Advancement of Science (AAAS) in February.

Cambridge Conservation Forum

Ballard’s talk “Environmental Science Learning through Participation in Scientific Research: From Learning to Conservation Action” in Cambridge, England was part of the Cambridge Conservation Seminars at the University of Cambridge.

Citizen Science Association and the AAAS

Ballard participated in a number of panels and presented a broad array of her citizen science research at the first-ever Citizen Science Conference that led into the annual AAAS meeting in February 2015. She presented studies on the development of science identity in citizen science projects; citizen science in natural history museums; the convergence of environmental education, citizen science, and conservation; and evaluation of learning and conservation outcomes in youth citizen science. See the abstract for her talk on the opening panel titled “Public Engagement for Scientists: Realities, Risks and Rewards” at the AAAS conference.

For links to the conferences and an abstract of Ballard’s talk “Engaging the Public through Participation in Scientific Research,” visit <http://education.ucdavis.edu/research/providing-expertise-citizen-science-research>.

MARIACHI, MATHEMATICIAN, MAESTRO: MEET GAVIN LAMAS

“WE HAVE A LOT TO DO TODAY”

Amid the clatter of chairs, giggles and whispers, student teacher Gavin Lamas gently cajoled his second grade students to gather on the carpet and pay attention. The day’s lesson asked students for the first time to add up four different two- and three-digit numbers.

Lamas began with a quick succession of easier problems to build the students’ confidence, while he periodically added and subtracted hash marks on the whiteboard for those groups of students who were on task, or not.

“If you guys did it in different ways, that’s perfect,” said Lamas, reinforcing the use of various strategies he had taught them to solve the problems.

A student in the UC Davis School of Education’s multiple subject teaching credential program, Lamas completed his student teaching at Edward Kimble Elementary School in South Sacramento, a school with a significant population of English learners. Under the supervision of a master teacher, Lamas taught English and math to two classes (56 students), one group all in Spanish.

Lamas knows something about learning in two languages and excelling at math. Born in Sylmar, a town in the San Fernando Valley of California, Lamas traveled to Mexico with his father at the age of five. When he returned three years later, Lamas, who was bilingual when he left the U.S., had lost his English.

“I had to start all over again,” said Lamas. “It was hard, especially in reading, which is still not my forte.” He hopes to get a job in a third or fourth grade classroom teaching bilingual students or English learners. “I want to focus on helping students to love reading.”

Lamas’ early struggles in English did not keep him from excelling in high school, where he earned a 4.3 GPA and received a full scholarship to UC Berkeley. While at Cal, Lamas tutored part-time at Berkeley High School. That experience inspired

him to pursue teaching. He chose to enter an alternative credentialing program that started with a six-week boot camp and placed him in his own classroom soon thereafter. He taught for two years with a preliminary credential, but soon realized he needed better preparation.

“It was ridiculous,” he said. “The pace was too fast and we were creating our own curriculum” with no guidance. “I realized I needed to go to grad school.”

In addition to his UC Davis School of Education credential classes and teaching, Lamas plays trumpet nearly every weekend in one of Sacramento’s premier mariachi bands, Mariachi Los Gallos. Lamas credits, in part, his high school mariachi program for keeping him “active in school.” He joined his current band three years ago when he moved to Sacramento. His plan is to stay in the band for another few years, until he is ready to “start a family.” In the meantime, he plans to purchase a second home, “as an investment,” and work hard to build a career in education.

Gavin Lamas



“Young people want to be deeply engaged. They want to innovate and create. They want to understand the world on their own terms.”

– Gloria Ladson-Billings



(R)Evolution of Culturally Relevant Pedagogy

– Gloria Ladson-Billings

Many assume bilingual education can level the academic playing field for English learners, but one professor calls foul on current programmatic practices.

In January, Gloria Ladson-Billings, Kellner Family Chair in Urban Education at the University of Wisconsin-Madison, was the featured speaker in the Distinguished Educational Thinkers and Critical Consciousness Speaker Series at UC Davis.

Ladson-Billings, who coined the term “culturally relevant pedagogy,” focuses her research on the pedagogical practices of teachers who are successful with African American students and investigates Critical Race Theory applications to education. In her talk, she focused on how to best serve what she calls the “New Century Student”: one raised on the hip hop aesthetic of mashups, multi-tasking, and permeable cultural boundaries.

She argues that to support student learning, teachers must be “culturally competent,” which she defines as being “grounded in one’s own culture and fluent in another.” This requires teachers who understand the global, multicultural,

multidisciplinary worldview of their students. “Our job is not to appropriate their culture or steal their language, but to be receptive and understanding” of their worldview.

The New Century Student has “always lived in cyberspace, has never seen an airline ticket, came to political consciousness during a time of increasing doubts about America’s future, and watched TV everywhere except on TVs,” said Ladson-Billings. These students are “a new breed of shapeshifters, who don’t fit neatly into categories of race, gender or national origin.”

“Hip hop can be an important cultural vehicle to connect” with New Century Students because it permeates their world, according to Ladson-Billings. “Hip hop is a worldwide phenomenon.

Madison Avenue gets it.”

Watch Ladson-Billings’ talk in its entirety at <https://www.youtube.com/watch?v=o61GS3LP0bE>.

The talk was presented by the UC Davis School of Education and the Graduate Group in Education, along with the Social Justice Education Coalition, the Office of Graduate Studies, and the Office of Campus Community Relations.

“Hip hop can be an important cultural vehicle to connect.”

– Gloria Ladson-Billings

“The Struggle for the **SOUL OF TEACHING AND TEACHER EDUCATION:**

Imagining a More Democratic Future
for Teacher Preparation in the U.S.” – Ken Zeichner

In March, Ken Zeichner, Boeing Professor of Teacher Education at the University of Washington, was the featured speaker in the Distinguished Educational Thinkers Speaker Series. In his talk, he documented the precarious role of college and university teacher preparation programs in the face of heavy criticism and outlined the consequences of moving further on the path toward privatization of teacher education.

Zeichner began by organizing the stakeholders into three basic camps of thinking about how to move forward. “Defenders don’t see much need for significant change and seek more resources,” said Zeichner. “Reformers believe the system needs to be ‘blown up’ and replaced with market competition. Transformers see the need for substantive transformation of the system as it exists now but do not support ‘blowing it up’ and replacing it with a deregulated market economy.”

At the heart of his analysis is the assertion that public education is “one of our most precious public goods” and that a “strong public education system is fundamental in a democratic society.”

In his nearly 90-minute talk, Zeichner calls for the transformation of college and university teacher preparation programs in opposition to the trend to narrow the focus on preparing “technicians” rather than “professionals” who can reflect on their own teaching, understand how knowledge is acquired, and apply their judgment to shrink the long list of inequities students face in and out of schools.

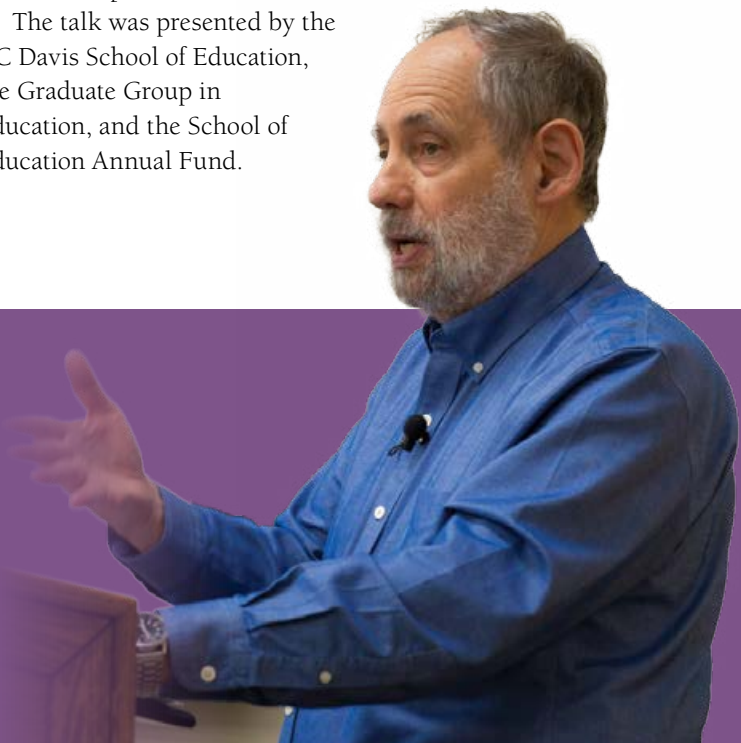
“These inequities have served to widen the gaps between students who have learned to be thinkers and authentic problem-solvers and those who are forced to learn out of context and to interact with knowledge in artificial ways,” said Zeichner.

Watch the talk in its entirety at <https://www.youtube.com/watch?v=HkhpkitbeY>.

The talk was presented by the UC Davis School of Education, the Graduate Group in Education, and the School of Education Annual Fund.

“We are on a course to dismantle the college and university system of teacher education and replace it with a host of entrepreneurial programs that I believe will worsen rather than ameliorate the opportunity and learning gaps that continue to plague our public schools.”

– Ken Zeichner



Alumni Council: Update from the Chair

Greetings to all the UC Davis School of Education's alumni and friends

Another very busy and productive academic year has almost passed, and we have much to celebrate.

First, our annual Honoring Educators Awards Ceremony and Reception in May was a wonderful event. Every year, the caliber of our honorees astounds. On behalf of the Council and those who serve on the alumni awards selection committee, I want to thank all the people who submitted nominations. We received a record number this year and it was hard for the committee to choose among the many qualified alumni doing great work in education.

If you attended the event, then you know what great alumni, students, faculty and advocates we have at the School of Education. We encourage those who nominated to nominate again next year, and we hope that you will attend the event in the future. This is one very important way we can support our School, celebrate the accomplishments of those being honored, and experience the School's impact.

In April, some of our alumni participated in mock interviews with our teaching credential students. As in years past, this event was a huge success and extremely valuable for the students as they prepare to enter the job market. As a participant myself, I could not help but be impressed with how well our students are prepared to go into the profession, not only as great teachers, but as leaders among their peers. (You can read more on page 28.)

I'd like to acknowledge those alumni and friends who did participate: Joanne Banducci, Patrick Bohman, Carol Boyd, Nancy Campos, Wendy Chason, Sue and Alan Colombano, Judy Davis, Fadia Desmond, Bev Efishoff, Roy Engoron, Jeff and Meena Jensen, Noue Leung, Gail Martinez, Joan Reed, Sharon Rose, Joan Sallee, Anne Starr, Sherri Venezia, and Barbara Wilhelm.

This is a prime example of how alumni can help the School's students. Together, we provided added value to our students' preparation and success as they enter their chosen career.



Sandi Redenbach
(BA '72, Credential '73)

In addition to our focus on Honoring Educators and the mock interviews, the Council has two other key areas of focus: 1) increasing diversity among the students in the School, and 2) mentoring students. As our work in these two additional areas takes greater shape, I will share ways that you may want to get involved. In the meantime, I invite all alumni to reach out to the School to seek other meaningful ways you can make a difference for our students, faculty and fellow alumni.

Enjoy your summer. We look forward to seeing you in the fall.

- Sandi

Join Your Alumni Association

Connect with fellow alumni — nearly 8,000 teachers, counselors, researchers, and other education leaders, in all 50 states and more than 45 countries around the world. There are many benefits for you to become a member of the UC Davis School of Education Alumni Association (SOEAA), including mentoring opportunities, special events for alumni and students, and networking with other alumni. To join, visit <http://education.ucdavis.edu/join-soeaa>.

Cal Aggie Alumni Association (CAAA)

You can also become a member of the CAAA. Use membership offer code (SOEAA) and a portion of your membership will support the School of Education. Recent alumni (within one year of graduation) will receive a discount. Learn more about the SOEAA and joining the CAAA at <http://education.ucdavis.edu/pod/join-soe-alumni-association>.

ANNUAL GIFTS Make a Difference

Destiny Ramos, Student Teacher & Annual Fund Scholarship Recipient



Gifts to the School of Education Annual Fund help students like Destiny Ramos realize their dreams to teach.

For the young Destiny Ramos (BA '14), school was not always a source of joy. Growing up in Fairfield, Calif., Ramos received little encouragement from teachers and struggled academically. Then she entered fourth grade, and everything changed. "My fourth grade teacher made me feel like I was not a problem," she said. "When I became successful as a student, I knew I wanted to be a teacher."

Thanks to an Annual Fund scholarship, Ramos is now able to pursue her dream. Because her path to teaching was not straight, she is grateful for the financial and moral support that gifts to the Annual Fund provide to aspiring educators like her. Find a link to Ramos' special thank you to Annual Fund donors and more on her story at <http://education.ucdavis.edu/video/annual-gifts-make-difference>.

SUPPORT A STEM EDUCATOR

Gifts to Next Generation STEM Teaching Award Matched Dollar for Dollar

In California, the demand for professionals in science, technology, engineering, and math (STEM) fields will grow nearly 20 percent by 2018. Yet too few students are choosing STEM fields. Preparing inspiring STEM teachers is one way to meet this challenge.

Gifts to the Next Generation STEM Teaching Award support scholarships for UC Davis School of Education teaching credential students who have the interest, passion, and aptitude to teach STEM-related subjects in K-12 public schools.

The fund was established by Nancy ('74, Cred '75) and Tom Patten ('74, MS '76) in 2013, and the Pattens have pledged to match every gift to the fund up to \$100,000. In fall 2014, the fund reached the first \$25,000 milestone.

Make Your Gift Today

Every gift is matched dollar for dollar, doubling your impact on a future teacher. Make your gift online at <https://give.ucdavis.edu/DEDU/123133> or contact Alison Morr at almorr@ucdavis.edu or (530) 754-7024.



District VII

School Earns Recognition for Communications

In March, the School of Education's 2013 *Annual Fund Report* received a 2015 gold award from the Council for the Advancement and Support of Education (CASE), District VII. Donna Justice, senior director for marketing and communications, who also writes the School's *Catalyst* magazine, wrote the report in collaboration with Andrea Elliott, director of marketing and communications for development and alumni relations. TJ Ushing and Steve Dana, both of UC Davis ATS/Mediaworks, created the photography and design. This is the sixth CASE award for the School since 2012.

In all, UC Davis garnered 18 awards this year for its work in marketing and communications, alumni relations, and development — including a grand gold award for the finale celebration to The Campaign for UC Davis.

2014-15



STUDENT SCHOLARSHIPS REPORT

Student support is critical to the continued growth of the UC Davis School of Education and its ability to provide high quality teachers, researchers, and education leaders. This year, the School is pleased to offer the greatest number of scholarships in its history. In all, 23 students received more than \$134,000 in scholarship funds for the current academic year.

The following students received scholarships from new and existing funds. **We thank everyone who made a gift** to support students as we celebrate our students' promise and commitment to education.

EdD STUDENT SCHOLARSHIP RECIPIENT

Denise Tambasco
Power of 10 Scholarship Award

PhD STUDENT SCHOLARSHIP RECIPIENTS

Leslie Baner
Anthony Barcellos Education Award

BernNadette Best-Green
Mark Cary Reflective Learning Award

Mariama Gray
Power of 10 Scholarship Award

Kelsey Krausen
PhD Scholarship Award funded by the
Meg Stallard Catalyst Fund

Rachel Restani
Mohini Jain Family Foundation Award

Michal Reznicki
School of Education Annual Fund
Scholarship

TEACHING CREDENTIAL/ MA STUDENT SCHOLARSHIP RECIPIENTS

Courtney Champlin
Agricultural Teacher Enhancement
Fellowship
Brad Davis–Alpha Gamma Rho Award
Orville & Erna Thompson Family Award

Malia Coloma
Farrer-Patten Award

Isaiah Deng
Rogers Scholarship Program

Olga Lucia Diaz
Frank E. Isola Award

April Drips
Boyd Teaching Scholarship

Miranda Forse
Brad Davis–Alpha Gamma Rho Award
Orville & Erna Thompson Family Award

Eden Haven-Martinez
Bob and Kinzie Murphy Guardian
Teacher Scholar Award
Guardian Teacher Scholarship funded
by Ticket to Dream Foundation
KMTG Guardian Teacher Scholar
Award

Jessica Hornbuckle
Agricultural Teacher Enhancement
Fellowship

Lauren Kass
Susan Schnitzer Fellowship in Teacher
Education
Teaching Credential/MA Scholarship

Samantha Mauro
Marten & Nell Bakker Award
Sandi Redenbach "Students at Promise"
Award

Megan McClain
Laura E. Settle Scholarship
Mabel Outler Scholarship

Destiny Ramos
Mabel Outler Scholarship
Power of 10 Scholarship Award
School of Education Annual Fund Award

Dean Shreve
Anonymous Award in Teacher Education
Power of 10 Scholarship Award
School of Education Annual Fund Award

Miguel Vazquez-Felix
Agricultural Teacher Enhancement
Fellowship

Amarjote Wasan
Alumni Council Scholarship Award
Mabel Outler Scholarship
Power of 10 Scholarship Award
Susan Schnitzer Fellowship in Teacher
Education

Hen Werner
Bob and Kinzie Murphy Guardian
Teacher Scholars Award
Guardian Teacher Scholarship funded
by Ticket to Dream Foundation

Scholarships Make DREAMS a Reality



Isaiah Deng (left) and John Rogers of the Mary Stuart Rogers Foundation.

Isaiah Deng (Cred.'14, MA '15)

Isaiah Deng, in his first year of teaching mathematics at Central Valley High School in Ceres, Calif., finds making personal connections with his students the most rewarding aspect of his job. Deng found himself writing letters of recommendation for many of his students bound for college, several of them the first in their families to attend college.

"The excitement they expressed to me when revealing their acceptances made all the work I've put in worth it. The [Rogers Scholarship Program] has certainly helped me concentrate on what is most important to me — education."



Michal Reznizki

Michal Reznizki (PhD candidate)

Having just completed her fifth year in the School's PhD program, Michal Reznizki is deeply engaged in collecting data. Soon she will take on the significant task of writing her dissertation. A School of Education Annual Fund scholarship helped make this possible.

"This support is really helping me focus on the research. [It is also an indication] that the School of Education cares and is doing everything it can to help students. Getting this scholarship indicates that students really matter and that

someone is recognizing my hard work. It is not just a gift; it is very motivating."

Malia Coloma (Cred. '15)

When Malia Coloma attended a Fairfield/Suisun School District hiring fair earlier this year and stated that she was in the School's teaching credential program, she was immediately whisked into a series of interviews. They offered her a job "on the spot."

"As a single mother in a graduate education program, the financial burden was an issue in deciding to return to school. I am incredibly indebted to [Nancy and Tom Patten for the Farrer-Patten Award] for easing that burden."



Malia Coloma

April Drips (Cred.'15)

April Drips, the youngest of six children born into a low-income family, says school was a refuge from the unpredictability and chaos of home, and a way out of poverty.

"My experience in the classroom has been invaluable. Every time I step into the classroom, I am reassured that teaching elementary students is my calling. Words cannot adequately express my gratitude for [my scholarship]. I would not be able to follow through with my life-long dream of being an elementary school teacher without the assistance."



April Drips

Samantha Mauro (BS '13, Cred. '15)

Armed with a degree in statistics from UC Davis, Samantha Mauro took a job in the tech industry. Before long she decided that sitting behind a computer all day was no way to leave her "mark on the world." She decided to return to UC Davis to earn her teaching credential.

"I consider my time working as an analyst just a slight detour in the larger journey that has led me here. The scholarship has made such an incredible difference in my life and experience [in the program]. Before I began, I was trying to figure out how I was going to keep my part-time job while also student teaching and taking classes. When I got the letter notifying me of the scholarship, it was like my entire soul let out a sigh of relief. Please know that every ounce of energy that I have is going straight into the lives of my students."



Samantha Mauro

NEWS & NOTES



THANK YOU to Our *Words Take Wing* Donors

Words Take Wing: Honoring Diversity in Children's Literature has grown each year to serve more and more children throughout Northern California, thanks to the generous support of individuals, organizations, and UC Davis School of Education faculty and staff. Please join us in thanking the following donors whose support made the 2015 program possible:

Individuals

Joanne and Michael Banducci
 George Barden
 Lydia Baskin
 Delee and George Beavers
 Elena Bennett
 Judith Blum
 John and Judith Boe
 Roberta Boegel and Jim Rodgers

Bob and Wendy Chason
 Susan and Rod Davis
 Tracy A. Falk
 Michele Fortes
 Barbara Goldman
 Sharon and Donald Hallberg
 Linda Jewett and Tony Ashby
 Penny and Terry Kastanis
 Peter Keat and Miriam Davis
 Patricia McKissack
 Kent and Nadine Pinkerton

Sandi Redenbach and Ken Gelatt
 Ruth and Floyd Shimomura
 Joseph Silva, Jr., M.D.

Organizations

Sutter Children's Center, Sacramento
 Sacramento Public Library

"Sutter Children's Center is thrilled to partner with *Words Take Wing* for this very high quality event that brings such enrichment to children's lives throughout our community."

– Amy Medovoy, Child Life Program coordinator at Sutter Children's Center and *Words Take Wing* committee member

Words take Wing

WORDS TAKE WING Annual Children's Literature Lecture Fills Mondavi Center

Native American children's author Joseph Bruchac regaled a full house of children and teachers at the Mondavi Center in February as the featured speaker in its eleventh annual *Words Take Wing* children's literature lecture series.

Jackson Hall, which seats 1,801 at full capacity, was abuzz with excitement as opening act Daniel "Ahuicapahtzin" Cornejo-Warner, a Ph.D. student in the Native American Studies Program at UC Davis, burst out in a rap and drum performance that brought the audience—made up of students and teachers from 18 regional schools and 52 classrooms—to its feet.

Bruchac, who also made a presentation at the Sacramento Public Library the evening before, quieted the crowd with a gentle greeting and tune on the flute. After a half-hour of storytelling, Bruchac took questions from the audience.

Each year, *Words Take Wing: Honoring Diversity in Children's Literature* features a notable author or illustrator who creates children's literature celebrating the diversity of stories and characters found from different cultures and exploring settings that reflect a wide range of perspectives and worldviews.

"This event has been an eagerly anticipated and significant experience for more than 13,000 children and adults over the last 11 years," said Dean Harold Levine.

Bruchac has devoted 40 years to celebrating his Abenaki heritage through prose, verse, story, and song. As the author of more than 120 books, a professional musician, and a skilled teller of traditional tales, Bruchac has worked to share traditional and contemporary

Native American culture through many genres and for audiences of all ages.

Since his first collection of Iroquois folk stories was published in 1975, Bruchac has been the recipient of numerous awards and honors. These include (but are not limited to) a Rockefeller Humanities fellowship from the Smithsonian Institution Center for Folklife and Cultural Heritage, a National Endowment for the Arts Writing Fellowship for Poetry, and the Knickerbocker Award for excellence in nontraditional forms of poetry. In 1999

he earned a Lifetime Achievement Award from the Native Writers Circle of the Americas.

Words Take Wing is sponsored by Sutter Children's Center, Sacramento, and the Sacramento Public Library. The event is organized by a committee led by Joanne Banducci (retired teacher education faculty) and Shannon Cannon (teacher education faculty member). Members include

Wendy Chason, Rebecca Hachmyer (BA '04, Cred. '05), Sharon Hallberg (BA '68, Cred. '69), Penny Kastanis, Amy Medovoy, Rebecca Rosa (teacher education faculty member), Sandi Redenbach (BA '72, Cred. '73), Ruthie Shimomura, and Patty Wong.

Watch three short videos featuring Bruchac and Cornejo-Warner at <http://education.ucdavis.edu/video/words-take-wing-2015>.



Joseph Bruchac

Charting Students' Pathways out of

“We have a great responsibility for children in our society, and policies around opportunities for schooling should ensure that the accident of your birth or the circumstances of your childhood do not predetermine your life.”

– Michal Kurlaender

In the classroom at Kit Carson Middle School in Sacramento, **Michal Kurlaender** sits at one of four small desks pushed to face each other. The walls are papered in yellow, red and bright blue. Wavy corrugated borders frame a flutter of papers under the banner “AMAZING.”

Kurlaender is interviewing a teacher as part of her evaluation of the school’s teacher development program to improve students’ college readiness skills. The sudden, grating buzz of the class bell startles everyone. Kurlaender smiles. “It’s nicer when it’s the music instead,” she says.

A middle school classroom is a familiar place for Kurlaender, an associate professor in the UC Davis School of Education and a member of the Center for Poverty Research executive committee. She taught middle school before she started toward her doctorate at Harvard. Her research today on education from K-12 through college could help change the lives of students in poverty nationwide.

The program at Kit Carson is supported by a grant from the California Academic Partnership Program of the California State University system to improve expository reading and writing among middle school students. Since Kurlaender started her evaluation of the program, she has expanded her scope to learn about how middle schoolers connect what they do in the classroom to what it takes to go to college.

“I was eager to start thinking about the pipeline to college in a different way,” says Kurlaender.

Higher education provides an important pathway out of poverty, she says. This makes Kit Carson an ideal place to learn about what factors might keep students on a track to college. During the 2013-14 school year, more than 87 percent of its students were socioeconomically disadvantaged.

Researching Education and Inequality

Kurlaender studies transitions students make from middle school to high school, high school to college, and also to jobs. She is trying to understand how policies and programs can make those transitions more or less successful, especially for students who historically have not had an easy path to college, such as students from poor families, students of color, new immigrants, and students whose parents didn’t go to college.

That these students have a difficult path to college is part of what maintains inequality, she says, and to understand what makes a

Camille Chappell, 14, gets input from Michal Kurlaender (right) about her poem during American history class.





POVERTY

By Alex Russell, UC Davis Center for Poverty Research

difference is complicated. “Getting kids in the door is only one part of it, but we know less about how to keep them there,” she says.

Learning Research and Policy

For a researcher, says Kurlaender, there is always a personal connection to the work. “There is definitely a personal narrative that led me to think about whether there is an American dream, and how immigrants who come here achieve it.”

An immigrant herself, Kurlaender was particularly focused on whether and how the education system provides opportunities for different types of students. She spent several years working in the classroom teaching middle school social studies, which she continued part-time during much of her graduate studies.

Her graduate work was uniquely multidisciplinary. She trained with statistician John Willett, economist Richard Murnane, and sociologist Christopher Jencks. She also worked on the Harvard Civil Rights Project, a think tank devoted to bridging education, law and policy. At the time, the federal government was reducing its oversight on mandatory school desegregation, school choice was on the rise, and districts needed support in building new policies for assigning students to schools.

It was there she fell in love with research. “I realized that for all of these policy questions, I could actually apply data to answer them,” she says. “Once that opened my eyes, I found my home.”

Teacher and Mentor

In 2013-14 Kurlaender was named a UC Davis Chancellor’s Fellow. This past December, she became a co-director of Policy Analysis for California Education (PACE), a policy research center based at Stanford University, USC, and UC Davis. However, the best part of her job, she says, is still teaching.

“My very favorite part of my job is working with graduate students,” she says. “I get to geek out with my white board while we build a research design to better understand a social phenomenon.”

For the past three years, Kelsey Krausen has helped conduct focus groups and interviews at Kit Carson with the principal, teachers and students. She is a PhD candidate at the School of Education. Kurlaender is co-chair of her dissertation committee.

“Working with her has been so hugely important to my time at Davis,” says Krausen. “She takes graduate students who are passionate in building their own research and she really guides us through that process.”

Melissa Montes, a UC Davis undergraduate earning her minor in education, has worked with Kurlaender at Kit Carson since October. At first she was entering data in the computer. It wasn’t long until Kurlaender trained her to conduct interviews. “When I started, I had no research experience,” says Montes. “Now I have the confidence to apply to M.A. and Ph.D. programs because I feel like I can do it too.”

Students at Kit Carson

The research at Kit Carson is long-term and comprehensive. For their original sample, Kurlaender and her team interviewed 144 seventh and eighth graders. This is a very high number of interviews to conduct. “That’s what happens when you have a quantitative researcher doing qualitative research,” says Kurlaender.

This year those students are in 10th and 11th grade. Kurlaender and her team have already talked with 94 of them. She got test scores from the district and collected surveys from students assessing their own academic skills. During interviews she has asked them what they want to be when they grow up and if they have a sense of what it takes to get there.

She also asked how they were doing more broadly and how they seek help when they are struggling. She says she would not have thought to ask these kinds of questions if she had not been speaking with other Center for Poverty Research affiliates like psychologist Ross Thompson, or Leah Hibel, who researches human development.

Kurlaender plans to follow the students at Kit Carson into either college or the workforce. Knowing what factors make a difference for the paths these students take can help shape policies that improve future students’ chances of lifelong success.

“You could throw your hands up and say that these inequalities are impossible to combat,” says Kurlaender. “We have a great responsibility for children in our society, and policies around opportunities for schooling should ensure that the accident of your birth or the circumstances of your childhood do not predetermine your life.”

Note: A longer version of this article appears at <http://poverty.ucdavis.edu/article/charting-students-pathways-out-poverty>. All photos by Gregory Urquiaga, UC Davis Strategic Communications.

BEATING THE ODDS:

Guardian Professions Program Supports Former Foster Youth

Hen Werner (Credential '14, MA '15) and **Eden Haven-Martinez** (Credential/MA student) are featured in a UC Davis News story about the Guardian Professions Program, housed in the Office of Graduate Studies and providing support to students in education, law, business, and medicine. The School of Education's Guardian Teacher Scholarship program provides former foster youth with support to pursue a teaching credential/MA at UC Davis. Both Werner and Haven-Martinez are recipients of the School's scholarships to support Guardian Teacher Scholars. Read the full story at http://news.ucdavis.edu/search/news_detail.lasso?id=11104.

Read a profile on Werner in the fall 2014 issue of the *UC Davis Magazine*, pp. 38-39.



Eden Haven-Martinez



Hen Werner

Dean Leads Year-Long Project to Study Digital Learning in K-12



Valerie Adams-Bass

Dean **Harold Levine** and post-doctoral fellow **Valerie Adams-Bass** are investigating the impact of digital learning platforms on the academic outcomes of K-12 students.

Over the next year, the Pilot-to-Purchase project will work with six public school districts throughout the U.S. to learn about and identify a purchasing process that other districts may use to test learning software, assess learning impact, and make informed decisions about purchasing technology-based learning platforms for students.

Adams-Bass, who earned her PhD at the University of Pennsylvania, will work with each district to collect and analyze data through interviews, focus groups and survey data to learn about the pilot process and whether engaging with technology-based learning platforms improves student outcomes.

The project is a collaboration with Digital Promise, an independent, bipartisan nonprofit, authorized by Congress in 2008 as the National Center for Research in Advanced Information and Digital Technologies.

Adams-Bass' research interests are racial socialization, racial identity and the identity development processes of African American adolescents. Her dissertation investigated how racial socialization and racial identity relate to the interpretation of stereotyped Black media images and what relationships exist between exposure to these images and the body image and self-esteem of Black youth.

SCHOLAR, ADVOCATE, FIGHTER:

Meet Vanessa Segundo

On a recent spring day, **Vanessa Segundo** welcomed a large group of staff and faculty to one of the first UndocuAlly training sessions offered through the newly established UC Davis AB540 & Undocumented Student Center. Segundo's demeanor was a paradoxical mix of calm and passion.

On her path to the doctoral program in the UC Davis School of Education, Segundo has channeled that unique combination of assertive calm to persist in ways that many of her peers have not. The American-born child of immigrant parents who did not attend college, Segundo graduated from high school knowing very little about what to expect at the small private college in Illinois where she enrolled.

"It was a culture shock," said Segundo, who was one of the two Latinos at the institution. "I attended a predominantly Latino high school and was not finding any sense of community." Struggling academically, she said she began to question her "academic worth." Instead of giving up, she thought a larger college might offer more support, so she transferred.

At the larger private college, she found the cost of attending for just two quarters crippling, forcing her to work two part-time jobs to pay tuition. All the while, she maintained full-time student status. "I was discouraged, exhausted and not engaged." Finally, she decided to switch to a community college.

"This seemed like a big downfall for me," she said. "I considered it a failure." But again, she stayed on the path and after just one semester, she transferred to the University of Illinois at Chicago. "It took a lot of self-motivation because I was still working two jobs, and commuting for approximately four hours roundtrip." But it was at this institution, her fourth college, that she met other students like herself, who also shared similar struggles and experiences.

Despite all the obstacles, she earned her undergraduate degree in four years. "By then, I had become an expert at withdrawing, gathering transcripts, and transferring," she said. "By then, I had learned self-advocacy."

The realization that she and other students like her had

succeeded in the face of seemingly insurmountable obstacles led Segundo to take her first job after graduation as a college advisor, serving more than 900 students at two high schools. After two years, she left to pursue a master's degree in education. "I felt responsible to learn more," she said.

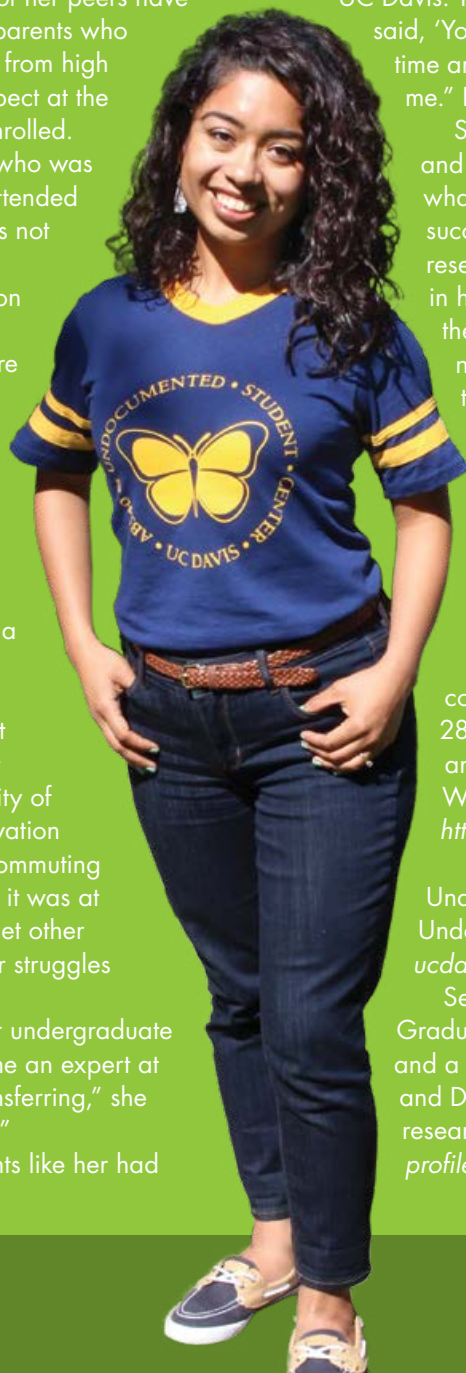
While pursuing her M.Ed., Segundo met Emily Prieto, now chief of staff to the vice chancellor for Student Affairs at UC Davis. The meeting was another turning point. "Emily said, 'You're going to get your PhD.' That was the first time anyone had offered to serve as a mentor to me." From that day on, the PhD became a goal.

Segundo's research builds on her experiences and the desire to answer a complex question: what were she and students like her doing to succeed? As the Principal Investigator of a research study focusing on Latino student retention in higher education, she works towards honoring the *testimonios* of students who continue to navigate the educational pipeline. Her work as the education and training coordinator at the Center dovetails with her research, offering her an opportunity to find answers as well as partner with other students who face major obstacles to finishing college, including lack of funding, bewildering legal and bureaucratic barriers, and the fear of family members being deported.

At the end of May, Segundo was a co-presenter with others at the Center at the 28th Annual National Conference on Race and Ethnicity in American Higher Education in Washington, DC. For more information, visit <https://www.ncore.ou.edu/en>.

Learn more about the AB540 & Undocumented Student Center, as well as the UndocuAlly training at <http://undocumented.ucdavis.edu>.

Segundo is also a member of the Chancellor's Graduate and Professional Student Advisory Board and a moderator at the UC Davis Office of Dialogue and Deliberation. Learn more about her career and research at <http://education.ucdavis.edu/student-profile/vanessa-segundo>.



Honoring Educators

Annual Awards Ceremony and Reception

In May, the UC Davis School of Education was pleased to honor the contributions and dedication of our distinguished 2015 honorees and all educators and their advocates at our annual Honoring Educators Awards Ceremony and Reception. The following honorees exemplify the power of knowledge and the promise of education to change the world.

2015 Honorees



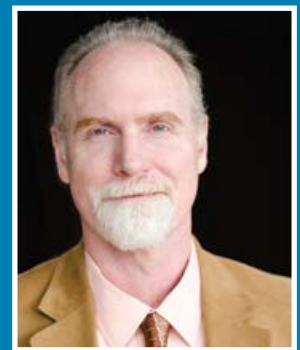
Leanna Carollo
Outstanding Teaching
Credential Student



Angelica Cortes
Outstanding Doctoral
Student



Hilda Millán
(BA '08, Cred. '09, MA '10)
Rising Star Alumna



William McCrary
(Cred. '88)
Distinguished Alumnus



Jamal Abedi
Outstanding Faculty



**The Honorable Darrell
Steinberg**
Outstanding Education
Advocate



Check back in the fall to read more about the Awards Ceremony and the honorees.

Education Faculty Serve on Interdisciplinary **RESEARCH TEAMS**

Cynthia Carter Ching and **Michal Kurlaender** serve on two of seven campuswide interdisciplinary research teams, as part of an Office of Research program called Interdisciplinary Frontiers in the Humanities and Arts (IFHA) to “establish new, globally competitive, large-scale interdisciplinary research activity in areas of strategic importance across the humanities, social sciences, and creative and performing arts at UC Davis.”

Ching is a member of the Gamification team; Kurlaender serves on the Workforce Development team. The other teams address the following challenges:

- Communication of Scholarship
- Children in Economic Distress
- Health & Resilience in Immigrant Communities
- Managing Temporary Migrations
- Public Interest Design

Learn more about this work at <http://research.ucdavis.edu/research/gc/ifha/>.



Your Legacy
is Our Future

Planned gifts to the UC Davis School of Education can make a lasting impact on the future of education. There are a number of ways to make an estate gift including the following:

- A bequest in your will or living trust
- Naming the School as a beneficiary of your IRA, 401(k), other retirement plan, or life insurance policy
- Donating a residence, vacation home or other piece of real estate
- Establishing a charitable remainder trust or charitable gift annuity which will pay you income during your lifetime

Fulfill your passion for education for generations to come and consider making a planned gift to the School of Education today!

For more information or to notify us of your existing estate gift to UC Davis, contact John Koch, senior director of planned giving, at (530) 752-8999 or jfkoch@ucdavis.edu. John and our Office of Planned Giving staff are happy to work with you and your tax and estate planning advisors to discuss opportunities that best meet your needs and personal goals.

ONE WORLD
One UC DAVIS

Mock Interviews

Offer Opportunity for Students to Practice; Alumni to Coach

In April, students in the UC Davis School of Education's teaching credential program took a practice plunge into the scary waters of interviewing for a job in teaching. Administrators and alumni were there to coach the novice job seekers before the real swim begins.

As our teaching credential students entered the final weeks of their yearlong teacher preparation program, the School and the Internship and Career Center (ICC) invited all teaching credential students to participate in the annual Mock Interviews. The three-day event helps make the transition from student to prospective employee a little easier.

In all, administrators from 17 school districts and 21 alumni conducted 376 interviews.

To prepare the alumni volunteers, Teacher Education faculty prepared a list of potential questions along with some sample responses employers would expect to hear. Alumni were also encouraged to bring their own perspectives and experience to the interviews.

The preparations in the School's Job Search and Assistance for Teachers training began in January with tips on getting resumes and cover letters together. The School's credential analyst and advisor Jana Royal then helped the students learn how to apply for teaching jobs on EdJoin.

"Districts are participating simply to help prepare students in their job searches," said Royal. "Others are eager to meet students in anticipation of future openings, and some had actual job openings" during the mock interviews.

Royal said that the career preparation support embedded in the credential program is so valued that students have told her they chose UC Davis because of it. "I even had an administrator tell me this year that he was so impressed with the lengths we go to support our students that he has decided to learn more about pursuing a doctorate in our EdD program."



Alumni Interviewers

Roy Engoron (Cred. '66)

"The students today are so much more prepared than when I was in the program."

Sharon Rose (Cred. '61)

"I would hire any one of these students to teach my kids. They are terrific!"

Jeff Jensen (Cred. '85)

Jeff Jensen signed up to conduct morning interviews and stayed in the afternoon for students who wanted to practice more. "It's intense listening, to hear beyond the surface of each student's answer to a question," he said. "I listen for the music behind the words. Once I hear it, I help shape their answer and move it in a certain direction that is most interesting for an interviewer."

Jensen retired from the Elk Grove Unified School District and still substitutes occasionally. "It's so much harder to be a teacher now. There's more emphasis on testing. The School of Education students are better trained now for teaching, but there's also more to be trained for."



Student Interviewees

Chris Frick (Cred. '15)

"I really appreciate the feedback and critique. I can be talkative, especially when I'm nervous, and Jeff (Jensen) helped me narrow things down. He helped me emphasize my characteristics rather than tell long-winded stories."



Courtney Fein (Cred. '15)

"I have a real interview tomorrow, so the feedback I received today to use more specific examples will help me a lot."

Dean Shreve (Cred. '15)

"This is new for me: how to talk about teaching strategies and classroom management in an interview situation," said Shreve who is pursuing teaching as a second career. "Plus I've never been in a 'fake' interview before. I took more risks than I would in a real interview – why not? Usually you go with what you know, the 'safe' answer. I found that taking risks really paid off. I used an actual example of a situation with a student, and the interviewers were very interested. After that, I connected every answer with a student in real life examples. I found that helped me focus mentally and thus have more focused answers."



STAR Awards

School of Education Alumni and Student Recognized for **GOING ABOVE AND BEYOND**

In February, Chancellor **Linda Katehi** recognized 22 UC Davis staff members for going the extra mile in support of the campus's core values with the Chancellor's STAR Awards. A team of six staff members from Student Affairs included three School of Education alumni and one student in the School's CANDEL (EdD) program.

Sheri Atkinson (EdD '14), student affairs officer in the Cross Cultural Center; Emily Prieto (BS '02, MA '05, PhD '07), chief of staff in the Office of the Vice Chancellor for Student Affairs; and Paul Cody, associate director of the Center for Student Involvement and current student in the CANDEL program, were recognized for their service to students during a very difficult time.

According to *Dateline UC Davis*, the team was "recognized for their tireless efforts last fall quarter in working with students who were concerned about a possible tuition increase, and events in Ferguson, Missouri, and New York City that led to the deaths of African American men at the hands of police.

Peaceful demonstrations are an integral and appropriate part of students' right to free speech and freedom of expression, and this Student Affairs team 'demonstrated a great capacity to work constructively with our students on these sensitive issues to help bring about a safe and positive outcome for everyone.' Several members of the team worked 24 hours straight to engage with the students to be of service to them, and to ensure they all felt safe to exercise their rights to free speech in a positive and peaceful manner."

Other members of the team included Anne Mylar, director of the Center for Student Involvement (CSI); Lyndon Huling, student activity coordinator at the CSI; and Milton Lang, associate director of the CSI.

STAR stands for Staff Appreciation and Recognition, an annual award. Read more about the STAR Awards at <http://chancellor.ucdavis.edu/initiatives/staraward/index.html>.

School Welcomes New Development Staffer

Angela Reynolds joined the School of Education in January as the School's associate director of development, major gifts. Most recently Reynolds worked as the director of distinguished giving for the American Cancer Society in Connecticut. Prior to working in the development field, Reynolds worked as a pilot for Air Wisconsin Airlines Corporation, having started her work in aviation as a flight instructor and pilot with Sky Walk in Sacramento. Reynolds' work at the School brings her "back home" to the Davis/Sacramento area with her husband and two sons.

#38

UC Davis School of Education
Graduate School

U.S. News & World Report Ranks School Among Top Education Schools in 2016 Rankings

The UC Davis School of Education saw an upswing in its rankings this year, reaching No. 38 after ranking No. 45 last year. The complete Best Graduate Schools rankings and data are posted at USN&WR's website at <http://www.usnews.com/education>.

PhD Students Present Research and Writing at **ANNUAL CAMPUS SYMPOSIUM**

With work ranging from a short story about a young woman reconnecting with her father to a study on a linguistically diverse group of third graders' strategies for solving word problems, seven UC Davis School of Education PhD students presented their art and research at the UC Davis 2015 Interdisciplinary Graduate & Professional Student Symposium.

In April, the two-day symposium, sponsored by the Offices of the Chancellor and Provost, the UC Davis Graduate Student Association, and the Office of Graduate Studies, showcased work conducted by about 140 UC Davis graduate and professional students.

Students from every professional school and academic college were invited to give short talks, present posters, showcase artistic displays or performances, and participate in student-organized panel sessions to highlight their work. Awards were made in a variety of categories. A Grad Slam competition featured the best three-minute research presentation. The winner received a \$1,000 grand prize and an all-expense paid trip to the UC-wide competition in the Bay Area.

Rebecca Ambrose, associate professor of education and interim co-director of teacher education, received the 2015 Academic Excellence Service to Graduate Students Award.



Rebecca Ambrose

Thriving While Black: Understanding Black University Students' Perspectives About the K-12 Teacher & School Characteristics That Were Most Helpful and Most Harmful to Their College Aspirations

BernNadette T. Best-Green (Grad Slam Entry)

This pilot study investigated African American collegians' perspectives about the teacher- and school-related factors they attribute to facilitating high achievement, fostering a college-going culture, and promoting academic success in college, as well as those that were harmful and, therefore, detrimental to their college aspirations. Read more about this study at <http://education.ucdavis.edu/research/thriving-while-black>.



BernNadette T. Best-Green

More Than Words Can Say: Linguistically Diverse Students' Interpretations of Mathematical Word Problems

Leslie Banes

This study analyzes 20 interviews with linguistically diverse third graders to explore their beliefs and understanding of the word problem genre. Understanding more about how students read and interpret problems may shed light on how we can help equip all students with the skills necessary to comprehend word problems successfully, which is now more important than ever given the wider variety of problem types required by the new Common Core State Standards.

STUDENT PRESENTATIONS

Whisper

Michele Zugnoni

"Whisper," the story of a young girl who finds personal redemption through the magic of creation, was published by the Independent Bookworm in "The Adventure of Creation" anthology. Zugnoni, who has been writing for the past 20 years, plans to build a self-reflective writing program for her dissertation research. The program's focus will be on empowering at-risk youth ages 18-20 (those enrolled in continuation school or incarcerated in prison before the age of 18) not yet enrolled in college.

Encouraging Empowerment Through Expression

Michele Zugnoni (Grad Slam entry)

Zugnoni explores the relationship between feelings of alienation and an individual's tendency toward delinquency, then proposes an approach to rehabilitation in the form of self-reflective writing programs.

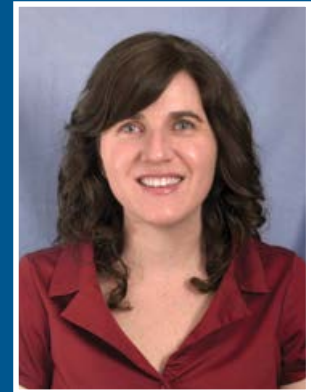
STUDY ON CHARTER SCHOOL Spending and Saving

Sherrie Reed, education doctoral candidate and director of research at New Tech Network, won Best Paper by a junior researcher at the International Conference on School Choice in January for “Charter School Spending and Saving in California.”

Co-written by associate professor of education **Heather Rose**, the paper examines how charter schools allocate spending to better understand their financial viability and sustainability. Using nine years of finance data from California, the authors find charter schools spend less on instruction and pupil support services than traditional public schools. The lower spending on instruction and pupil support is offset not by administrative costs, but by higher spending on operations, consultant services and a greater rate of saving. Access a draft of the full paper at <http://education.ucdavis.edu/research/charter-school-spending-and-saving-california>.



Sherrie Reed



Heather Rose

Examining Gender Roles and Expectations to Understand the Educational Experiences of Hmong Male Students

Kaozong Mouavangsou

This study interviewed Hmong families to understand the educational difference between Hmong male and female students from the perspective of the parents and siblings. Ultimately, the study seeks to understand the structural forces that influence the survey participants' perception of Hmong male students by investigating how gender roles and expectations shape the educational experiences of Hmong students.

What's Working Memory, Attention, and Motivation Have to do with Writing?: Exploring Writing Ability in School-Age Children with High-Functioning Autism Spectrum Disorder and Attention-Deficit/Hyperactivity Disorder

Matthew C. Zajic (Grad Slam entry)

Nancy S. McIntyre, Lindsay E. Swain-Lerro, Tasha M. Oswald, Peter C. Mundy

Writing is a complex social-communicative act that requires using sociocognitive processes to produce effective text for

specific contexts. Little research exists on how children with high-functioning autism spectrum disorder and attention-deficit/hyperactivity disorder (ADHD) engage with these processes during writing. Using a sample of 180 children (ages 8 to 16) from a four-year longitudinal study, Zajic's research explores how these three processes may impact children's writing across three distinct writing tasks.

Latin@ STEM Majors in Community College: A Case Study of One Successful Student-Organized Calculus Study Group

Angelica Cortes

This study documents the study practices of Latin@ STEM (science, technology, engineering, and mathematics) majors at one California community college. Future research based on this study includes a statewide survey of underrepresented STEM majors' experiences as well as an investigation of how access to a suitable study space, student engagement with online videos, and student-produced videos of problem-solving group sessions can improve success in calculus and other mathematics courses.

Visit <http://gsa.ucdavis.edu/IGPS> for more information on the event and to read abstracts of all the work presented.

Designing and Exploring the Impact of Physical Activity Monitors and Gaming on **YOUTH FITNESS PRACTICES**

Building on research into the potential connection between gaming and youth health, associate professor **Cynthia Carter Ching** has embarked on a one-year effort to develop a behavioral change model for physical activity-monitor gaming that is thus far unique in the existing literatures on games and learning, games for health, and health education/intervention.

The work, funded by the National Science Foundation as an Early Concept Grants for Exploratory Research (EAGER) project, brings together learning sciences and health researchers with professional game designers. In a previous NSF-funded Cyber-learning: Transforming Education project, Ching led a team to create a digital game that integrates the data feeds from physical activity monitors and examines broadly what youth did with the monitors and game, and what they learned from the information they gathered.

The EAGER grant will provide the team with the opportunity to do very targeted continued development and a small-scale

implementation, in which the researchers will focus deeply on developing a theoretical model of how various aspects of the game-and-monitor intervention affect behavior change.

The team will investigate relationships among the data streams of youth in-game actions and their physical activity monitors, combined with surveys and interviews to understand how these fitness and gaming phenomena are integrated into the everyday lives and identities of youth across contexts and settings. The researchers will work with 60 youth in two elective classes in a school that comprises a wide range of ethnic diversity and socioeconomic status, in a community with varied opportunities for fitness-related activity.

Read more about Ching's research at <http://education.ucdavis.edu/faculty-profile/cynthia-carter-ching>.



Cynthia Carter Ching



Research on Support for **LATINO LEARNING**

Steven Athanases, professor of education, has three new publications from a program of research titled Schools Organized for Latina/o Educational Success, funded by the William T. Grant Foundation and the Flora Family Foundation. Athanases was Co-PI in a rich collaboration with Betty Achinstein and Rodney Ogawa (PIs) and Marnie Curry (Project Director), all at UC Santa Cruz. The studies examine both school organization and classroom-level activities that hold promise in promoting youth success, and also highlight tensions and challenges in the work.

- Athanases, S. Z., & de Oliveira, L. C. (2014). "Scaffolding Versus Routine Support for Latina/o Youth in an Urban School: Tensions in Building Toward Disciplinary Literacy." *Journal of Literacy Research*, 46(2), 263-299.

Co-author **Luciana de Oliveira** (PhD '06) is associate professor at the University of Miami. **Joanna Wong** (PhD '15) assisted in literature review for this piece, which also will be the subject of a podcast for the Voices of Literacy series featuring authors who publish in the *Journal of Literacy Research and Reading Research Quarterly*.

- Athanases, S. Z., Achinstein, B., Curry, M., & Ogawa, R. (in press, 2015). "College-Going Culture and Academic Engagement: Promises and Tensions in Preparing Low-Income, Latina/o Youth to Attend and Thrive in College." *Teachers College Record*.



Steven Athanases

The article in *Teachers College Record* also acknowledges the outstanding data analysis support of a 2012 UC Davis undergraduate research team that Athanases mentored after their successful completion of his undergraduate course on Cultural Diversity and Education in a Sociopolitical Context. That team was composed of Mercedes de la Riva, Reynaldo Rodriguez, Naficeh Dastgheyb, and **Victor Lagunes**, who later earned his social studies teaching credential (2013) and master's degree (2014) in the School of Education.

- Achinstein, B., Curry, M. W., Ogawa, R. T., & Athanases, S. Z. (2014). "Organizing High Schools for Latina/o Youth Success: Boundary Crossing to Access and Build Community Wealth." *Urban Education*.

Faculty and Students Present Scholarship at International **GATHERING OF EDUCATION RESEARCHERS**



Nearly 30 of the School of Education's faculty, students and researchers presented their latest research at the annual conference of the American Educational Research Association (AERA) in Chicago on April 16-20, 2015. Read more about the research presented by downloading our Research newsletter at <http://education.ucdavis.edu/research/spring-2015-research-newsletter>.



Online Courses: Cure All? Think Again

UC Davis education researchers found that students' grades and rates of completion are lower in online courses than for the same courses offered in person.

As tuitions rise and students take longer to complete an undergraduate degree, the pressure is on higher education leaders and policymakers to provide a more efficient path to a degree. Offering more online courses has been touted as a possible solution.

A recent UC Davis study comparing community college student performance in online versus traditional face-to-face instruction sounds a cautionary note.

In an exhaustive study of student performance in the California Community College system, the nation's largest with 2.3 million students per year, UC Davis education researchers found that students' grades and rates of completion are lower in online courses than for the same courses offered in person. In all, they studied 217,000 first-time entrants to the community college system from 2008-09 through 2011-12.

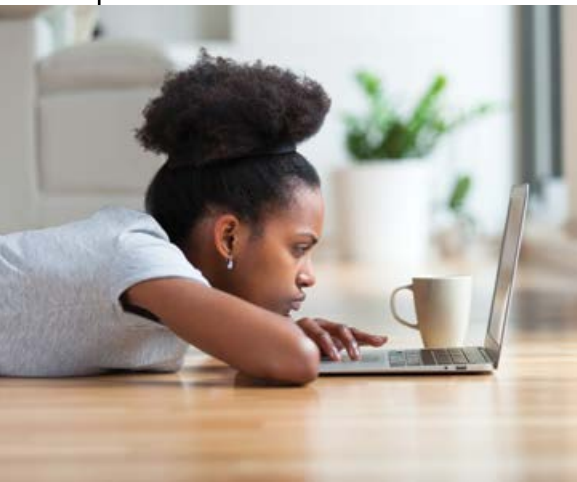
"We found the same pattern of results across all course types," said School of Education assistant professor **Cassandra Hart**, who conducted the study with education doctoral students Michael Hill and Elizabeth Friedmann.

Students fared even worse in online formats when taking courses outside the regular academic calendar and when enrolled in courses where a relatively low share of students enrolled through online sections. The researchers also found large gaps for courses in mathematics and humanities (which include English language arts). Finally, they found that women face a slightly larger performance gap than men.

"The consistency of our results is important from a policy perspective," says Hart. "Policymakers in California and other states are interested in exploring whether online courses can be used to expand instruction and improve outcomes, but there may be costs to this strategy."

They suggest that a more formal cost-benefit analysis be done to see if course non-completion or failure offsets possible cost savings of online courses. They also make recommendations for improving outcomes in the short-term, including limiting the number of online sections offered during the summer; having faculty implement course policies and practices that would help them detect student disengagement; and introducing students to study and time management strategies for online formats.

Hart, Hill and Friedmann presented their study at the Annual Meeting of the American Educational Research Association in April.



A few 2014-15 Highlights



Dinner with a Scientist
Kicks off Fourth Year



Galapagos Night at DaVinci Junior High



Galvin Lamas

Globe Education
Academy Fall Festival

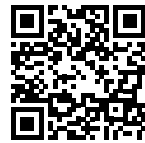


Hen Werner
(Cred. '14, MA '15),
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Scholar



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Editor, *Catalyst*

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UPCOMING EVENTS

Adventures in Enrichment Camps: ► A STEM-Tastic Summer

Seven Week-Long Enrichment Camps for Grades 2-8
June 15 – August 7, 2015
Learn more about the camps and registration at
<http://education.ucdavis.edu/adventures-enrichment>.

Building Capacity for Instructional Improvement

Opening Institute
June 29 – July 2, 2015, Springhill Suites, Napa, CA

REEd is hosting a four-day interactive institute with academic year coaching and support aimed at cultivating a network of educational leaders with knowledge, skills, and habits needed to improve instructional practices. The overarching goal is to help site-based teams create the conditions that support and sustain the continuous development of teachers' and other educators' individual and professional growth. Learn more at <http://education.ucdavis.edu/reed-event/building-capacity-instructional-improvement>.

Shakespeare Works when Shakespeare Plays

Labor Day Weekend: September 4-6, 2015
Mondavi Center, UC Davis

Teaching Artists from some of the world's most respected Shakespeare companies and festivals present active and playful approaches to enliven the teaching of Shakespeare. Learn more about the program and how to register at <http://shakespeareplays.ucdavis.edu>.



UC Davis School of Education Fall Welcome

September 21, 2015
Putah Creek Lodge,
UC Davis



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To receive timely news, events and other updates from the UC Davis School of Education, visit

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