Giving to School Increases

Contributions to the School of Education increased by over 700 percent this year to nearly $300,000. Harold Levine, dean of the School, attributes the increase to growing recognition of the young School's contributions to strengthening teaching and learning in public schools.

“We are honored by the tremendous increase in support to the School,” said the Dean. Aside from the growth in dollars, the School enjoyed a four-fold increase in the number of individual contributors.

“For all of us, this is the most gratifying aspect of the growth in support,” said the Dean. “We are not only building great programs and graduating more top-level educators; we are building a community of people who care about education and believe that we are making a difference.”

School Graduates Largest Class to Date

This June, the School of Education hosted its third graduation ceremony honoring the achievement of 270 graduating students, the largest graduating class since the School’s establishment three years ago.

Over 1,300 graduates, family, friends and supporters filled the seats of Freeborn Hall, hearing remarks by UC Davis Provost Virginia Hinshaw, School alumna and 2004 California Teacher of the Year Dawn Imamoto, and graduate Patricia Woodward (Ed.D). The keynote address was given by Maggie Mejia, superintendent of the Sacramento Unified School District, who talked about the importance of teaching and the challenges facing urban educators.

The Education Graduate Student Association presented its gift of $300 to the School to establish a library for graduate students and a gift of $100 to begin a library at the Early Childhood Education Center of Oak Park (EC²), scheduled to open in fall 2006.

In his comments, Dean Harold Levine told the graduates to ask themselves

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Sharon Dugdale Guides Academic Programs

Sharon Dugdale begins and ends each work day with a bike ride or a brisk walk. In between, the quintessential Davis-ite tackles the daily joys and challenges of managing the academic side of the School of Education.

“Sharon brings the analytical strengths of a researcher, the passion of an educator, and a great sense of fairness to bear on every decision she makes in her role as a faculty member of the School and as our associate dean,” said Dean Harold Levine.

Dugdale arrived at UC Davis in 1990 from the University of Illinois. Her research addresses several interrelated themes in the areas of mathematics education, instructional technology and teacher development. Much of her work over the years has involved the impact of technology on mathematical content, teaching methods and learning strategies, including students’ development and use of mathematical ideas.

On one recent grant, Dugdale and Kurt Kreith, Prof. Emeritus in Mathematics, launched the California Mathematics Education Technology Site (CMETS), a multi-year initiative with a mission of helping teachers throughout the state make effective use of technology to enhance the teaching and learning of mathematics.

Sponsored by the California Mathematics Project, the project researched effective uses of technology, conducted teacher development institutes and prepared a cadre of teacher leaders who took

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School Staffer Establishes Fund to Benefit Co-Workers

Corinne Kosmitzki, manager of Student Services in the School, recently made a generous gift to establish the School of Education Staff Award Fund.

“I wanted to express my appreciation for the colleagues with whom I work every day in a small, tangible way. I hope others will join me,” said Kosmitzki.

The fund will be used to support the recognition of exemplary service by a member of the School’s staff.

“This is such a wonderful gift, not only because it comes from one of our staff, but also because it is intended to recognize the contributions our staff make to the School every day,” said Dean Harold Levine.

School District Recruiters Comment on Recent School Grads

In March, 62 recruiters from 34 school districts continued on page 4
In May, two influential and respected experts on California education policy and schooling visited education graduate students to engage in provocative conversation about the future of education.

**Don Shalvey**

Don Shalvey, president and co-founder of Aspire Public Schools, is largely credited with beginning the charter school movement in California in collaboration with Reed Hastings, president of the State Board of Education from 2000-2003. Superintendent of the San Carlos School District for seven years, Shalvey was responsible for the first charter school in California.

Shalvey, who describes himself as a “hopeful romantic” emphasized the importance of public school and said that charter schools are “part of the public school menu,” accounting for just 2 percent of the state’s school attendance. He acknowledged that not all charter schools serve children well.

“When you let fresh air in, you’ll get flies,” he said. “Our goal at Aspire is to better serve the kids who are least served.”

Ultimately, Shalvey said oversight is crucial to ensure charter schools are managed well and meet the goals they set. “Together, we [public school advocates and charter school administrators] have the potential for a shared sense of mission.”

**Peter Schrag**

Peter Schrag, former editor and columnist at the Sacramento Bee, has written extensively about education policy in California.

“It is rare that there is any group dealing with emerging education issues that Peter is not involved with in some way,” said professor Patricia Gándara.

Schrag focused his comments on education policymaking in California, offering a brief history of school finance in the state and then opening the floor to questions. According to Schrag, there is an “enormous gap” between what politicians expect and the resources schools have to meet those expectations.

“The longest distance exists between what’s in the minds of policymakers and the minds of teachers,” said Schrag.
districts participated in a two-day recruitment fair that enabled them to interview several credential students for fall jobs. In a survey of recruiters, all agreed that the event was well organized and the candidates were excellent. Here are a few of the comments they shared.

“I always look forward to the interviews at UC Davis. Candidates this year [were] outstanding and well-prepared.”

“The student teachers I interviewed were excellent. Their answers about behavior management, planning and instruction, meeting the needs of ELL students, inclusion, working in inner city schools, were just excellent. Kudos to their teachers! Their passions reflect on you.”

**Young Scholars Program Wraps Another Successful Year**

The advanced science program, hosted by the School of Education, introduces up to 40 high-achieving high school sophomores and juniors to the world of original research in the biological, agricultural and environmental sciences. Participants work one-on-one with research faculty in state-of-the-art laboratories for six weeks. Each student works on an individual project and prepares a journal quality paper and presentation about his or her work. This year, several students’ efforts were covered by their local papers. For more information on the program, go to http://ysp.ucdavis.edu.

**Collaborative Classroom-Based Inquiry Project**

**Student-Teacher Research Teams Present Findings**

In May, UC Davis undergraduate and graduate fellows from the fields of mathematics and science joined their K-12 teacher research partners in presenting their research for the 2004-2005 school year. Researchers involved in the Collaborative Classroom-Based Inquiry Project (CCBI) work together in local schools to collect and analyze data related to teaching and learning.

Some of the highlights included research on the connection between writing and achievement in mathematics, the effects of group work on science learning and a lesson study project in ninth grade earth science.

“This project validates things that are very important to us in education,” said Cindy Passmore, education professor and co-principal investigator for the project. “It is designed to be interdisciplinary, and its focus is on the working life of teachers and the learning of their students.”

Funded by the National Science Foundation, CCBI is a collaboration between the UC Davis Division of Mathematical and Physical Sciences, the School of Education and the following school districts: Dixon, Folsom Cordova, Natomas, Vacaville and Del Paso Heights.
Growth on the Horizon

The CRESS Center is in the midst of writing its strategic plan for 2005-2008. Building on the founding programs of Teacher Research, Extension Services, the Subject Matter Projects, Collaborative Grants and Community School Partnerships, CRESS will develop strategic initiatives addressing literacy across the content areas, evaluation, assessment for learning, student engagement, and equity and access for all learners.

A policy group is being assembled to advise on the development of two new positions to implement this broader vision. Look for position descriptions to post later this year.

Teacher Leaders at the CRESS Center

The CRESS Center is privileged to have four outstanding teacher leaders on loan this year to co-direct traditional core projects in transition.

The Area 3 Writing Project has brought on Bob Crongeyer, Karen Smith, and Michelle Lowe to co-direct project work representing the elementary, intermediate and secondary levels, respectively.

The Teacher Research Network has brought on Susan Christianson to assist with the revisioning and retooling of the network for 2005-2006.

CRESS welcomes these committed teacher leaders who are raising the bar for authentic teacher participation in the design and delivery of high quality professional development.

CCSP Highlights Link between Family-School Partnerships and Academic Achievement

The Center for Community School Partnerships (CCSP) has expanded its training in Family and School Partnerships. The updated training emphasizes the relationships between schools, parents and nontraditional guardians (e.g., grandparents and other extended family). The train-the-trainer approach allows training of and interaction between parent-teacher teams.

Maria Salinas, consultant for CCSP, has been working with local school teacher Scott Clary from Beamer Elementary School in Woodland, California to assess parent engagement strategies. As a result, a curriculum has been developed for families and schools that focuses on greater cultural competence and communication opportunities between parents and school staff.

Key components of the curriculum include underscoring the link between parent involvement and student achievement, reviewing research aimed at closing the achievement gap and providing educators with concrete skills that will assist them in inviting, welcoming and working with parents at their schools. The model is distinctive in that it includes training for educators as well as parents and takes an in-depth look at multiculturalism, equity, power and identity.
Mary Catherine Swanson

Mary Catherine Swanson (’67 credential) Founder and Executive Director AVID (Advancement Via Individual Determination)

Twenty-five years ago, Mary Catherine Swanson launched one of the most successful education reform programs in the United States, the only reform program created by a public school teacher. The AVID program has enrolled more than 200,000 underachieving middle school and high school students in more than 2,000 schools, 36 states and 16 countries. Since 1990, almost 40,000 AVID students have completed high school and gone to college; more than 77 percent enrolled in four-year colleges and universities. Recent recognition of Swanson includes the U.S. Department of Education’s A+ Award, the Pioneering Achievement in Education Award from the Charles A. Dana Foundation, the McGraw Prize in Education, CNN/Time Magazine’s America’s Best Teacher, and a feature on 60 Minutes II.

What AVID achievements make you proud?

The AVID college preparatory program for disadvantaged students takes lots of hard work, rigorous curriculum and structured support. Ninety-five percent of AVID students go to college with an 89 percent retention rate into the sophomore year of college. The students are amazing! They get through and give back again and again. They know someone or something gave them special opportunities, and they want to do the same for others. Our democracy depends on the success of all students. Our students become trailblazers of hope, courage and excellence.

What do you value from your teaching credential education at UC Davis?

It was a wonderful program. I entered UC Davis because of the intern program. My student teaching was during the summer. I taught full time at Woodland High School while getting my credential. My supervisors came from Davis often and coached me in a real teaching situation. The Woodland faculty members were extremely supportive and good mentors. I told my husband, “I love this so much I would do it paid or not.”

Swanson is married to Thomas E. Swanson (’67 B.S. UC Davis College of Agriculture & Environmental Sciences; ’69 M.S. International Agricultural Economics). Their son, Tom Swanson, Stanford University graduate and high school teacher, began AVID at his school. Tom’s decision to enter teaching is Mary Catherine’s proudest moment. She is looking forward to joining her husband in retirement in 2006 after 40 years of extraordinary leadership.

You can find out more about Mary Catherine Swanson and AVID by visiting http://avidonline.org.
Cal Aggie Alumni Association 2005 Awards

**Dawn Imamoto** (’95 credential). The Cal Aggie Alumni Association has chosen to honor teacher Dawn Imamoto as Outstanding Young Alumna for 2005. Since graduating from UC Davis, Dawn has become an exemplary and energetic leader in educating California’s youth. In 2004, she was selected as one of five California Teachers of the Year.

**Joaquín Galván** (’93 M.Ed.) is an endless supporter of UC Davis. A key volunteer leader for the alumni association’s Chicano/Latino Alumni Chapter, he is active in outreach to Latino alumni. A UC Davis employee for more than 20 years, he serves as a retention coordinator in the Learning Skills Center. Galván works as a student advisor, leads workshops and is heavily involved in the campus’s Special Transitional Enrichment Program, which helps incoming freshmen adjust to college life academically and socially. He was awarded the UC Davis Staff Award in February 2005.

**A Sampling of Recent Alumni Accomplishments**

**Terri A. DeMitchell** (’90 M.A.) won Mayhaven Publishing’s Award for Children’s Fiction for her book, *You Will Come Back*, a mystery for middle school readers set along New England’s coast. This book is her first published children’s work of fiction. She also recently co-authored an article with her husband Todd (’90 M.A.) titled “Statutes and Standards: Has the Door to Educational Malpractice been Opened?” The article appeared in the *Brigham Young University Education and Law Journal*.

**Todd A. DeMitchell** (’90 M.A.) presented a paper (with Vincent J. Connelly) in July 2005 at the Oxford Round Table at St. Anne’s College, Oxford University, titled “Academic Freedom and the Public School Teacher: An Exploratory Study of Perceptions and the Law.” He has recently had articles accepted for publication by the *Education Law Reporter*, *Phil Delta Kappan*, *International Journal of Educational Reform*, the *Sage Encyclopedia of Educational Leadership and Administration*, and *ELA Notes* (Education Law Association). DeMitchell is Professor of Education and Justice Studies at the University of New Hampshire.

**Xavier De La Torre** (2003 Ed.D.) received the Edgar L. Morphet Dissertation Award for “significant scholarship” from the National Council of Professors of Educational Administration. His dissertation is titled “Selection for a Social Distance Perspective: Superintendents’ Perceptions of Equally Qualified Candidates.”
**Education Graduate Group Chair Honored by Peers for Outstanding Teaching**

Wendell Potter, Chair of the Graduate Group in Education, received a 2005 Distinguished Teaching Award from the Academic Senate. Potter, according to his peers, has changed the face of physics instruction at UC Davis. Reforms initiated by Potter led to the creation of a new introductory physics course, Physics 7, in 1996. Although the class includes about 1,500 students per quarter, most of the work takes place in sections of 25 students.

The class emphasizes discussion and exploration of ideas in physics, encouraging students to “make sense of it for themselves,” according to Potter.

**Faculty Publications, Presentations and Grants**

**Steven Athanases**


Athanases, S. Z. “Performing the Drama of the Poem: Workshop, Rehearsal and Reflection.” *English Journal.*

Athanases will present a paper, “Acts of Advocacy: Beginning Teachers Promoting Equity in and beyond Classrooms,” in December at the National Reading Conference in Miami.

**Patricia Gándara**

Gándara received a $20,000 grant from the University of California, Office of the President, to evaluate educational programs for the Mexican Institute of the Exterior.

**Tom Timar**


Timar received a $156,000 grant from the William and Melinda Gates Foundation to conduct a study of the High Priority Schools Grant Program to improve student achievement in the state’s lowest achieving schools.

In collaboration with Dean Harold Levine and fellow researcher Anne Driscoll, Timar is working on an evaluation for the California County Superintendents Educational Services Association’s Administrator Training Program.

**Cary Trexler**

Trexler received a $16,000 grant from Cornell University to establish a Good Agricultural Practices Network for Education and Training.
School Welcomes New Faculty

The School of Education is pleased to welcome professor Jamal Abedi to its faculty. Abedi comes to UC Davis after serving on the education faculty at UCLA for the past 20 years. His research interests include psychometrics and test and scale development. His recent work includes validity studies for the National Assessment of Educational Progress (NAEP) focusing on the impact of language background on students’ performance. Abedi has developed a culture-free instrument for measuring creativity, which has been translated into a number of languages and administered in several countries.

Meet our Faculty - continued from page 2

increasing responsibility within the project and in their professional community.

In addition to playing a key role in research on mathematics education, Dugdale focuses her energy on reviewing and strengthening current programs, planning for new programs, and establishing well-reasoned and effective policies and procedures to support the growth of the School.

In her role as associate dean, Dugdale is enthusiastic about the School’s approach to building strategically in several areas. For instance, the School has added several new faculty in key areas of growth. Building on campus strengths in mathematics, science and agriculture, the School hired two new faculty focused on education in these areas last academic year. Dugdale notes the recent establishment of the agricultural education teaching credential within the School and the participation in a new statewide science/math initiative as crucial to the School’s ability to help address the shortage of qualified teachers in these areas.

The School is also recruiting for a new colleague in environmental science education, welcoming a new faculty member focused on testing and measurement, and partnering with the UC Davis MIND Institute in framing a faculty position in education and neurodevelopmental disorders. Other recent faculty hires have added strength in literacy and educational policy and particularly buttressed our programs in educational leadership.

“It’s an exciting time to be in the School,” said Dugdale. “With new faculty coming on board to support the continued growth in the quality and diversity of our programs, this is truly a special place to be.”

Dugdale said she was initially attracted to Davis for a number of reasons, including the “positive, active interest and involvement in education” of faculty across campus and the very positive connections to K-12 schools fostered by the CRESS Center.

The bike paths were also a key selling point. “For 20 years in Illinois, I had enjoyed living and working in an environmentally conscious, bicycle friendly university town,” said Dugdale. “I immediately felt very much at home bicycling to and from campus in Davis.”
Meet the EdGSA

The Education Graduate Student Association is alive and well at UC Davis. In just two years of formal recognition as a student organization, EdGSA membership has grown to more than 300 students, providing graduate students at every level—from teacher credential students to Ph.D. candidates—with a forum for sharing resources and providing support, as well as giving students a voice in the School.

“We hope to create a more unified student-faculty relationship and provide students with answers to important questions,” said Melissa Salazar, co-president of the EdGSA.

According to co-president Alex Hess, the group gives students the opportunity “to take active roles in the School and to participate in activities.”

In the last academic year, the group raised funds to support a library for graduate students and to begin a library for the Early Childhood Education Center (EC2) that the School will help open in fall 2006.

Two PhD Students Awarded Prestigious Fellowship

Graduate students Enrique Sepulveda and Thao Mai have received the prestigious Dissertation Year Fellowship for 2005-06. This $30,000 award supports promising doctoral students during their final year of study.

“It’s remarkable to have two students from the same college or school receive this award,” said Dean Harold Levine. “I am so pleased for them.”

School of Education Students Earn Thousands in Scholarships

In recognition of their outstanding academic achievement, several students from the School of Education have been awarded scholarships for the upcoming academic year. The School is proud of its students’ accomplishments and congratulates them on their success.

California Retired Teachers Association Mabel Outler Scholarship
• Thanh Lu, Multiple Subject
• Carissa Walker, Multiple Subject
• Greg Watson, Multiple Subject

California Retired Teachers Association Laura E. Settle Scholarship
• Kristiana Duart, Single Subject Social Studies

Susan Schnitzer Scholarship
• Jose Bermudez, Multiple Subject

Boyd Family Foundation Fellowship
• Jorge Aguayocisneros, Single Subject Mathematics

Herbert Kraft Fellowship
• Alex Hess, Ph.D. candidate

“This is the second year in a row that one of my students has received the Kraft Fellowship,” said professor Cary Trexler. “This is an indication of the cross-disciplinary nature of their work and the contributions they are making to both the School of Education and the College of Agriculture & Environmental Sciences.”
Board of Advisors and Education Partners
Building Partnerships for the Future

As the School of Education grows, it continues to build partnerships with people and organizations sharing its goal of strengthening schools and schooling. Education Partners and the Board of Advisors are two groups integral to these ambitions.

“We are grateful to have the interest and support of so many committed people,” said Dean Harold Levine. “We really can’t accomplish our goals without these kinds of partnerships.”

Education Partners

Education Partners has been established to engage volunteers, including alumni, friends and area educators, with each other and the work of the School. The group has recently begun work on projects involving education careers, key issues in education and recognition of people making special contributions to education.

To be a part of Education Partners, email Carina Yamaguchi at cyamaguchi@ucdavis.edu or call (530) 754-4824.
how they can stay connected to the School and their colleagues.

“We are motivated by a sense of responsibility to others,” said the dean. “That’s the value of education for the teacher—helping others, giving back.

And that desire to give back permeates all of our relationships.” As the group of new alumni reflected upon their futures, the dean encouraged them to consider their legacy and give back to the School of Education. “You entered as a student, but you leave here today as an alum and a colleague.”

UPCOMING Events

Distinguished Educational Thinkers Series
David Conley
October 10, 5:15 p.m.
University Club, Lounge

John Goodlad
November 14, 5:15 p.m.
Alumni & Visitors Center

Jeannie Oakes
January 23, 2006, 5:15 p.m.
Alumni & Visitors Center

Bennett Shaywitz & Sally Shaywitz
March 8, 2006, 4 p.m. & 6 p.m.

MIND Institute Auditorium
UC Davis Medical Center, Sacramento

Geoffrey Saxe
April 24, 2006 - 5:15 p.m.
University Club, Lounge

Words Take Wing: Honoring Diversity in Children’s Literature
Pam Muñoz Ryan Lecture
February 1, 2006, 11 a.m. & 5:30 p.m.
Mondavi Center
Tickets available at www.mondaviarts.org or call (866) 754-ARTS.