



Catalyst

Research . Engagement . Partnership

Welcome!

INSIDE THIS ISSUE

Back to the Future	1
Meet Your Dean	2
News & Events	2
CRESS Center	5
Teacher Preparation	6
New Faculty	7
Alumni News & Notes	8

Welcome to our first issue of the UC Davis School of Education's newsletter. We are hopeful that this newsletter will enhance communication between the School of Education and all our partners in the education community. Eighteen months ago, we began with an extraordinary vision: to address the daily challenges faced by teachers and students in the classroom and beyond. We committed to meeting these challenges and improving education policy and practice through our distinctive

strengths: interdisciplinary collaboration; deep, prolonged engagement with our partners in education; and relevant, practical research.

We are all proud of what the School of Education accomplished and I invite you to read further about our progress in this issue.

We also hope you will share your thoughts and ideas with us as we update you in future issues of our newsletter.

Back to the Future:

UC Outreach and the Future of California

By Winston Doby
*Vice President, Educational Outreach
 University of California*

California's political, economic and social future will be shaped by the intellectual development of its youth. This is as true today as it was in 1888 when University of California president Horace Davis presented to the Governor, on behalf of the Regents, the case that the "University and the State would be enhanced if the

University took steps in conjunction with the schools, to increase the number of students from 'certain sectors of society' who complete rigorous academic programs in high school." Thus began UC engagement in outreach to K-12 schools in California.

In the ensuing years, many UC Presidents have reinforced this

continued on page 3



Dean Harold G. Levine

M E E T Your Dean

Harold Levine is committed to building a School of Education that makes a difference for educators, policymakers, students and all of us who have a stake in California's schools. As examples, he wants teachers to point to involvement in the CRESS Center's professional development programs as an important factor in strengthening their teaching and advancing their careers, legislators to look to policy studies and research expertise from the School to help shape better education policy, and superintendents to identify improved district and school leadership as a result of participation in the School's Ed.D. programs. In other words, he wants the School to not only say that it wants to make a difference, but to really make that difference in ways that are concrete, identifiable, and relevant.

At UC Davis, Dean Levine sees an opportunity to build a different kind of school of education. The campus has a long tradition of working in ways that are multidisciplinary, that connect research and practice, and that address real societal problems. He hopes to build on this tradition by developing the School's capacity to grow in quality, stature, and influence.

Dean Levine earned his Ph.D. in anthropology from the University of Pennsylvania. He served as professor and chair of education, and as interim dean at the UCLA Graduate School of Education and Information Studies prior to joining the UC Davis community in August 2001. His wife, Ann Mastergeorge, is an educational researcher who also works at UC Davis. Their daughter attends middle school in Davis.

WE'D LIKE TO HEAR FROM YOU

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N E W S & E v e n t s

UC Davis, St. HOPE Partner for Special Needs Preschool

The School of Education, in collaboration with the university's M.I.N.D. Institute and St. HOPE Public Schools, is establishing a preschool focusing on special needs — rare in the country for the services it will provide.

The preschool, slated to open fall 2005 in the Oak Park neighborhood of Sacramento, will serve about 100 children under age 6. At least 20 percent will have special needs (such as autism,

and speech and language disorders), have emotional disturbances or be at risk for learning disabilities.

“We believe that by collaborating and sharing our resources and expertise,” said Dean Harold Levine, “we can establish an exemplary urban preschool that brings research directly into the classroom and focuses on the unique intellectual, social, emotional, and physical development of children with special needs.”

continued on page 4



Winston Doby

commitment to the people of California. For example, in 1969 President Hitch called for the university to reexamine its obligations to the state and its people in light of the civil unrest in the cities, and to develop a comprehensive response to the “urban crisis.” Many of the present outreach programs to K-12 can trace their roots to President Hitch’s call. The MESA program, for example, is a direct outgrowth of the UC Berkeley faculty response.

Outreach programs were significantly expanded following passage of SP-1 because the Regents, the President, the legislature and the Governor all believed it was in the best interest of the University and the state to take relevant actions “to develop and support programs which would increase the eligibility rate of groups which are underrepresented” in the University’s pool of applicants.

At a cost of less than \$200 per student, University of California outreach programs help raise aspirations and achievement of over 160,000 low-income elementary, middle and high school students attending educationally disadvantaged schools. Perhaps their most enduring contribution is to bring college students, faculty and staff into close contact with students and teachers in low performing schools, giving hope and encouragement that all students can aspire to go to college and achieve their full potential.

Clearly, these programs fill a number of needs at an exceptionally low cost to the state. In an effort to strengthen the reach and impact of these programs, the University of California has begun in earnest to build regional K-16 alliances focused on a common vision and a common commitment—to close the gap on a statewide level. These alliances have the potential to extend current outreach efforts beyond existing educational partners to include business and community groups, both of which are actively involved in programs to improve academic achievement for educationally disadvantaged students.

The new School of Education at UC Davis is an important part of the growing network of regional alliances. Marshaling research, put to practical use in the classroom, the School is providing the leadership and innovation necessary to foster a new vision, one in which every teacher is qualified and every child can succeed.

Roger Dickinson, Sacramento County Supervisor and chair of First 5 Sacramento Commission which recently awarded a \$100,000 grant for the preschool, said backing the project was a logical choice for the commission, which uses Proposition 10 tobacco taxes to fund projects that support the healthy development of children, empower families and strengthen communities.

“This proposal offers an extraordinary opportunity to combine several objectives of the commission, including advancing school readiness, particularly for special needs children and children from disadvantaged circumstances, and laying the foundation for research that can assist children and families for generations to come,” he said.



Left to right: Dean Harold Levine, Eugene Hickok and Dave Gordon, Superintendent of the Elk Grove Unified School District



Eugene Hickok

Eugene Hickok, who oversees implementation of No Child Left Behind (NCLB) at the federal level, called the legislation, “historic.” Hickok acknowledged that many in the education community are worried that the high stakes accountability measures will make it more difficult for schools to meet Annual Yearly Progress goals. At the end of his talk, Hickok took questions from the audience.

“One of our most important mandates is to bring together educators in the region to discuss issues of great importance to all of us,” said Dean Harold Levine. “The opportunities and challenges of No Child Left Behind certainly put that topic on the top of the list.”

School of Education Hosts Policy Forum

U.S. ACTING UNDER SECRETARY OF EDUCATION KEYNOTE SPEAKER

In October, the School of Education hosted its first Capital City Education Forum, drawing together more than 140 regional educators and policymakers to discuss No Child Left Behind and its impact on K-12 practice and policy in California.

The School’s first major public event, the Forum represents the kind of engagement the school wants to have with the community, brokering important conversations among policymakers and educators about the key issues of the day.

National Science Foundation Makes \$1.5 Million Grant for Teaching Fellows at UC Davis

The Collaborative Classroom Based Inquiry project will connect UC Davis graduate and undergraduate students with K-12 math and science teachers. This project demonstrates a longstanding commitment to discipline-based collaborative work with K-12 teachers and students. Faculty from Mathematics, Physics, Geology, Biology and Chemistry are partnering with the School to help scientists and mathematicians rethink their own curricula and teaching practices through this project. The project is slated to run three years.



CRESS Center

Professional Home for Teachers

The CRESS Center facilitates quality cooperative research and development projects that promote improved professional practice and student learning in K-12 schools. The Center houses much of the work the School does with in-service teachers and is critical to our efforts to create a professional home for teachers here at the School.

Lisa Villarreal has been appointed CRESS's executive director. Villarreal is recognized nationally for her leadership in building community-school partnerships. Under Lisa's leadership, we can all look forward to a dynamic CRESS Center, collaborating with educators throughout the state in ways that recognize and embrace teachers' knowledge and skills.

Here are some highlights of the Center's recent work with schools.

- **Teacher Researchers Investigate Achievement for English Learners:** A collaborative team of teachers participating in a two-year CRESS-sponsored research project is investigating indicators of achievement for EL students and organizing their research to be useful to classroom teachers as well as educational researchers and policymakers.
- **Grafton Elementary School and CRESS Partnership:** At Grafton Elementary, CRESS researchers, in partnership with administrators and parents, are working to identify and address the conditions that lead to the low persistence rate of students.
- **Sierra North Arts Project Teaming with Mondavi Center Outreach:** For the last two years, the Sierra North Arts Project and the Mondavi Center Arts Education have worked with 16 teachers in the development and field-testing of standards-based teacher

curriculum guides (in choral music, instrumental music, dance, storytelling, theatre, multicultural music, and multicultural dance). The guides are available online at <http://www.mondavicenter.org>.



Teacher Preparation Central to School's Mission and Purpose

You no doubt know that the teacher credential program at UC Davis is recognized as one of the best in Northern California, but you may not know that teacher education began on the Davis campus over 85 years ago, when 114 teacher candidates received special training to give instruction in raising animals and crops commercially.

The School of Education is building on this decades-long tradition, increasing the program in size and adding

innovative components to further strengthen our preparation of teachers for the state's classrooms.

While the founding of the School means more attention to the Ph.D., Ed.D., and M.A. programs in education, teacher preparation will

remain central to the School's mission and purpose. In fact, students are benefiting from increasing connections among the credential programs, graduate degree programs, and the CRESS Center's professional development programs. The credential program now includes an integrated master's degree, and planning is well underway for a master's for practicing teachers taught, in part, by CRESS project directors. The goal is to make the School of Education at UC Davis a professional home for teachers, from the time they begin their

studies throughout their careers in education.

One way we have pursued the goal of providing innovative professional opportunities for veteran teachers and, at the same time, strengthened the education of our students is through the new Teachers In Residence program. These teachers complement our permanent faculty, enriching our program significantly. This year's Teachers In Residence are:

- **Tara Lampkins** (*Elementary Credential*): from Father Keith B. Kenny Elementary School, Sacramento City Unified School District
- **Karie Mize** (*Elementary Credential*): from Gretchen Higgins Elementary School; Dixon Unified School District
- **Sylvia Aquino** (*Social Science Secondary Credential Program*): from Will C. Wood High School, Vacaville Unified School District
- **Valerie Welch** (*English Secondary Credential Program*): from Valley High School, Elk Grove Unified School District

The teaching credential programs have nearly doubled over the past few years to 140 students, with an additional 60 students in a collaborative program with California State University, Sacramento. Despite the growth, the program remains focused on providing personal attention and tailored supervision to each student, and integrating academic work with experience in classrooms.

continued on page 7



Mark Herrera and Lindsay Bombardier



Cheryl Tow

In Their Own Words

Here's what some of the School's current teacher candidates had to say about the program...

"We have the best of both worlds. We are at a research university, but we also get a lot of hands-on classroom work. We really know how to deal with kids."

— *Brett Taylor, English*

"At UC Davis, I found a place that is in touch with real classrooms. They appreciate the teaching experience I've had; I am exposed to new ideas; and I have the chance to be creative."

— *Debbie Berko, Mathematics*

"The faculty are great, very motivational, and make you feel like you are not a number. The program is fast and furious, but the advantage is that after five quarters you have both a credential and a master's degree."

— *Pierre de St. Croix, Science*

"I especially like the low student-teacher ratio and the diverse school placements in the Sacramento area. Our classes also really address how to work with students whose first language is not English, which is important because of the large number of English learners in our schools."

— *Cheryl Tow, Multiple Subject*

New Faculty

The School of Education is growing, with plans to triple the number of faculty over the next few years. Here is a list of our newest faculty members:

- Rebecca Ambrose (Mathematics Education)
- Odis Johnson (Educational Policy)—Starting in July 2004
- Michael Kurlaender (Educational Policy)—Starting in January 2005
- Cindy Passmore (Science Education)
- Gloria Rodriguez (Educational Leadership)—Starting in July 2004
- Mike Stieff (Science Education)—Starting in July 2004
- Thomas Timar (Educational Policy)
- Cary Trexler (Agricultural Science Education)
- Yuuko Uchikoshi (English Language Learners)—Starting in July 2004
- Tobin White (Mathematics Education)—Starting in January 2005

The School has also added faculty in teacher education:

- Lynn Martindale (Agricultural Education)
- Rebecca Rosa O'Brien (Social Studies Methods)

ALUMNI News & Notes



Rebecca Callahan



Tamara Thornell

SAVE THE DATE

Graduation Celebration—
June 16, 2004

If you'd like to receive updates and information on upcoming events, please send a note to lmgroff@ucdavis.edu

School of Education Graduate Awarded Prestigious Fellowship

Rebecca Callahan (2003) received a post-doctoral fellowship from the American Education Research Association (AERA) with funding from the U.S. Department of Education's Institute for Educational Sciences (IES). She will be studying issues related to English Learners.

Alumni Honored as California Teachers of the Year

Each year, the State of California designates five Teachers of the Year. Two of the School's teaching credential graduates were recently recognized.

2003

Tamara Thornell teaches a bilingual second grade class in Oxnard. Thornell received her multiple subject credential from UC Davis in 1994.

2004

Dawn Imamoto is a second grade teacher in West Sacramento. She received her multiple subject credential from UC Davis in 1995.

Alum Establishes Endowment for Teaching Fellowships

Special from UC Davis Magazine

Susan Schnitzer (1978) believes that teaching is the most important job in the world. In July, she made a generous gift to the new School of Education that will help students prepare for that job.

Schnitzer, who earned a bachelor's degree in American Studies and a teaching credential from UC Davis, established an endowment that will fund annual fellowships for graduate students seeking their teaching credentials. She hopes the gift will enable students who are passionate about teaching, but who may lack the financial resources to pay for tuition, to enter the field.

"Teaching is a profession that needs enthusiastic and committed people," Schnitzer says. "I hope this gift will give an opportunity to someone who really wants to teach—and give them a chance to help children."



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