



# Catalyst

Research . Engagement . Partnership

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## School Receives Gift for Endowed Chair in Teacher Education

Thanks to the donors of a \$1.09 million gift to the School of Education, UC Davis will enhance its leadership position in preparing the next generation of teachers.

Eager to raise the profile of teachers and strengthen the training they receive, Dolly and David Fiddymont of Roseville, California have established the School's first endowed chair, one of only a handful of academic chairs nationwide that are focused on teacher education.

"This generous gift is a milestone in our growth and signals the importance of teachers and teacher education to all of us," said Dean Harold Levine. "We are honored to have the Fiddymonts as partners in our mission to strengthen teaching and learning for all."

To learn more about the Dolly and David Fiddymont Chair in Teacher Education and our work in preparing teachers, read the special insert in this issue of the *Catalyst*.

## New Web Site Highlights School's Programs & People

The School of Education has a new Web site (<http://education.ucdavis.edu>). The site was revamped to provide a better window onto the programs and people that make the School unique.

New areas of content include a dynamic new faculty directory and special areas dedicated to our partners, alumni and students. Visitors to



the site can now search for faculty by program or research expertise and can find more features on both faculty and students.

We are excited to have such a great place to share our stories and provide easier access to information on programs and services, all in one attractive and easy to navigate site. Stop by soon—and often!

## WE'D LIKE TO HEAR FROM YOU

Please direct correspondence to:

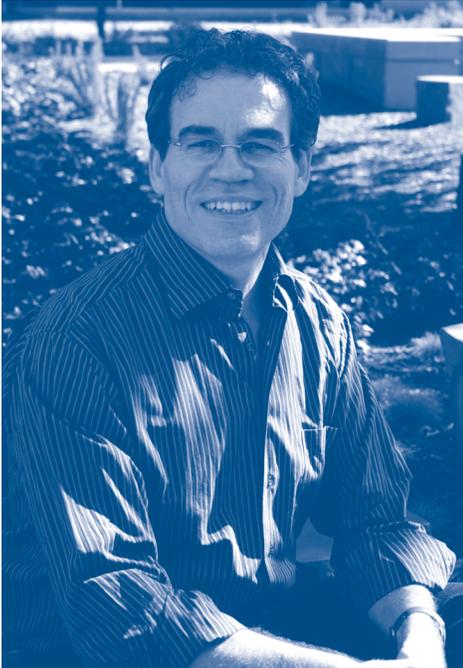
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# M E E T Our Faculty

## Steven Athanases Brings Passion to the Art of Teaching



Steven Athanases

Steven Athanases started his career as a high school English teacher in the Chicago area, filling students' minds with the tales of Steinbeck, Harper Lee, and Langston Hughes for nearly 10 years.

"I loved teaching. I loved it every single day," said Athanases. But, after all those years in the classroom, he realized he "wanted to understand more deeply why when things work in the classroom they do work." He decided to pursue a PhD. "A research doctorate equipped me to do that."

Athanases wondered at first if he would still "find the same passion for teaching at the university." As a teacher educator during PhD studies at Stanford, he did. "I found a real joy in preparing the teachers of the future."

Athanases came to UC Davis about seven years ago, in part, to conduct research on the School's teacher education program. In addition to helping shape and teach in the combined Master's/Credential program, he has conducted several studies, including focus groups with graduates of the program. Several papers are due to come out this year.

The idea behind combining an MA with a credential is to provide new teachers with the tools and processes necessary for them to conduct research on their own practices, even while they are learning to be a teacher. The culmination of their research is a symposium at the end of the MA year of study where these first-year teachers present their findings to

colleagues and faculty.

"It is quite an exhilarating experience," said Athanases. "I didn't have these skills when I started teaching. They could have really helped me to reflect on the results of my teaching and to make adjustments based on research, rather than a hunch."

Athanases, who is also faculty coordinator for the Language, Literacy and Culture emphasis in the PhD program, says it is equally important to prepare PhD candidates to become effective teacher educators. Though teaching and supervising student teachers is increasingly one of the first assignments for a new education professor, few PhD programs adequately prepare their students for this duty.

According to Athanases, many PhD candidates have no K-12 teaching experience. "So we need to equip them with a portfolio of experiences and expertise that they can take with them."

One response to this need is the Teacher Education Fellows program, which places up to five PhD candidates with a student teacher supervisor and gives the fellows the chance to observe student teachers and their interactions with their supervisors. As part of this program, Athanases teaches a spring seminar on research on teacher education and development.

Most important, according to Athanases, is the School's insistence on faculty who eschew the traditional split between researchers and teacher educators.

"We hire and support clinical faculty who are career teachers of teachers, and many

*continued on page 12*

## School's Graduation Moving to Mondavi



Sharon Rose ('61 credential) will be the alumni speaker at the 2006 Graduation Celebration at the Mondavi Center.

In just four short years, the School of Education's graduation ceremony has outgrown Freeborn Hall. With over 250 students graduating, the ceremony will be held in Jackson Hall at the Mondavi Center on June 14.

To honor the past, as well as to celebrate the future, this year the School is inviting alumni (1937-1968) to attend the event and be recognized for their accomplishments in education. In future years, the School plans to recognize alumni from later years.

California Teacher Association President Barbara Kerr will be the keynote speaker.

The ceremony begins at 4 p.m. For information or tickets, please contact the School at (530) 754-4826.

## School Sends 11 Faculty and Student Researchers to National Education Conference

In April, the School of Education fielded 11 presenters (including faculty, researchers and students) at the annual conference of the American Educational Research Association, covering such diverse topics as accommodations for English learners to teaching mathematics, educational policy reform, and Latino achievement.

Dean Harold Levine also facilitated a panel discussion, "Education Research for California Education: Key California Political Leaders and Education

Policymakers Discuss Current and Potential Roles of Research in Formulating California Education Policy." Panelists were Mike Smith, Education Program Director at the William and Flora Hewlett Foundation, Margaret Gaston, founder and Executive Director of the Center for the Future of Teaching and Learning, Alan Bersin, California's Secretary of Education and Patricia Gandara, Professor of Education at UC Davis.

The conference, "Education Research in the Public Interest," marked the 90th anniversary of the AERA. Founded in 1916, the AERA is the most prominent international professional organization in the field with the primary goal of advancing educational research and its practical application.



Tom Timar, education professor, discusses his latest research on school finance with a colleague at the School of Education's reception at the AERA conference in April.

## School Hosts Expert Panel on Limited English Proficiency

This winter, the School of Education hosted an expert panel convened by the U.S. General Accounting Office (GAO) to discuss how best to measure the performance of students with limited English proficiency.

*continued on page 4*

### SAVE THE DATE

Check the School's Web site at <http://education.ucdavis.edu> for details of upcoming events.

If you'd like to receive updates and information on events, please send a note to [djustice@ucdavis.edu](mailto:djustice@ucdavis.edu).

## Researchers Share Findings on Language Minority Children

In January, the School of Education co-hosted a conference on Early Educational Experiences of Language-Minority

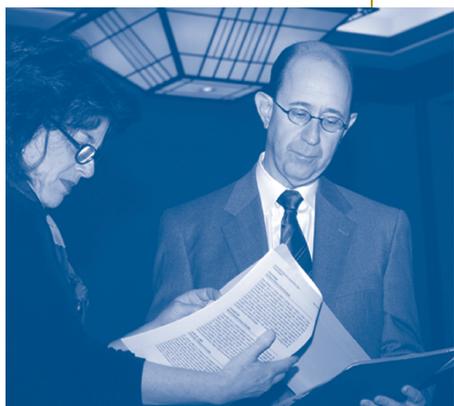
Children. Researchers shared their work to further understanding and develop solutions to the critical achievement gap between non-native and native speakers of English.

In an opening statement, California Superintendent of Instruction Jack O'Connell called the conference a "unique and valuable opportunity to share research findings on a particularly challenging and critically important segment of California's school population."

According to O'Connell, California's student population is the "most diverse in the world," speaking more than 100 languages other than English.

If we succeed in helping to close the achievement gap for these children, according to O'Connell, "our state is uniquely positioned to thrive in the global age where countries and cultures are increasingly interconnected."

The conference was co-hosted by the UC Linguistic Minority Research Institute, the National Center for Educational Statistics, the UCLA Center for the Study of Evaluation and the National Center for Research on Evaluation, Standards, and Student Testing (CRESST).



Joan Herman, co-director of the National Center for Research on Evaluation, Standards, and Student Testing, and Dean Harold Levine confer on the day's schedule for the conference on the Early Educational Experiences of Language Minority Children.

## Children's Author Draws Over 2,000 to Lectures

In February, more than 2,000 students and teachers attended two lectures by acclaimed children's author Pam Muñoz Ryan. The lectures were sponsored by the School of Education with support from the Children's Hospital at UC Davis.

In February 2007, the series will continue with noted author Patricia McKissack. Tickets will be available in the fall.

## GAO from page 3

At the behest of the House Committee on Education and the Workforce, the GAO assembled experts from across the country to discuss the growing need to help states, districts and schools provide appropriate instruction and accurate assessments of English learners.

Professor Jamal Abedi, an international expert on assessment of English learners, along with Professor Patricia Gandara, served on the ten-member panel that was assembled with the help of the National Academy of Sciences.



Jamal Abedi, center, listens as his colleagues discuss issues around English learner instruction and assessment.

## Guest Speakers Share Insights, Research

### **Paul Houston** **Public School Is a Place of Opportunities and Possibilities**

Paul Houston knows a thing or two about turning a school around, and he doesn't believe in pulling any punches. In January, the executive director of the American Association of School Administrators paid a visit to the School of Education to share his insights with faculty and students in the EdD program.

"We have a lot of problems [in schools]," Houston said. "Just not the ones we talk about."

According to Houston, the focus on testing and accountability misses the most

important goals of schooling: getting kids ready for school (this goes beyond formal instruction) and getting schools ready for kids (one size does not fit all).

"School needs to be much more personalized to create learning experiences that are

meaningful to kids," said Houston. "We need more joy in school."

Superintendents have an important role to play in changing the status quo, but they must begin by "abandoning the idea of schools as a system," said Houston. Superintendents really need to "get comfortable with the problems that have no set solutions." A leader who delegates and "keeps the focus on helping every kid reach his potential" is an empowered leader, according to Houston.

### **Jeannie Oakes** **Just Schools: Social Inquiry and Social Action**

In January, Jeannie Oakes--Presidential Professor at UCLA, director of UCLA's Institute for Democracy, Education and Access and UC's All Campus Consortium on Research & Diversity--shared her

research on how equity reforms in schools "have failed so badly."

Sharing work she has done in Los Angeles schools,



Jeannie Oakes

Oakes pointed out that schools there are "terribly segregated and unequal."

She said that the assumption since Brown v. Board of Education ended state sanctioned segregation has been that Americans will welcome equity, so we make "technical changes."

"Really, there are multiple political and cultural impulses to maintain the status quo," said Oakes.

Her approach now is to help communities engage in social movement, working with school personnel, teachers, students and parents as "research partners." This approach, according to Oakes, can lead to organized and collective action that has the potential to create sustainable reforms in education.



Paul Houston (foreground) talks with School of Education faculty and students, while Professor Paul Heckman (center) and Assistant Dean Jon Parro look on.

## Who's Who Alumni Profile



Marlene L. Bell

### **Marlene L. Bell**

**Marlene L. Bell** ('68 B.A., '71 credential), Assistant Executive Director, Region II, California Teachers Association/CTA.

Marlene Bell knows what it takes to succeed in education. For Marlene, an important "first" was being one of the first three students in the UC Davis EOP (Equal Opportunity Program), which was funded through the personal generosity and commitment of Davis faculty in January 1966.

Marlene's passion for public education is proven through her 27 years as a K-4 teacher in Davis Joint Unified School District, as a mentor of new teachers, a leader in writing the first multicultural curriculum guide, a teacher leader, and now in her demanding CTA role. She was among a small group of African Americans to teach in Davis and served as the first African American president of the Davis Teachers Association.

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

### ***Why did you choose to get your credential and become a teacher?***

I was intensely interested in teaching,

having worked as a student in Bay Area and Davis classrooms. I wanted to teach the children who others thought would be the least successful. My desire was to work with children who struggled socially and academically and to help them reach a comfort level in both areas. My advocacy for children in my first year of teaching evolved to become an advocate for teachers during my second year. I never stopped! I thoroughly enjoyed my years as a classroom teacher before I took on the work of an advocate for students, teachers and public education full time.

### ***What was your most important goal as a teacher?***

As a kindergarten teacher, the best aspect was the partnership that developed between the parent, child and the classroom teacher. An important first objective was to identify the learning goal or dream of each child and their parents. Nearly every child has the same dream; they want to be able to read before the end of the year. Their parents had the same goal. The partnership in that effort was fabulous. My job was to make that dream come true, to expose them to the magic in reading and the love of learning. We succeeded. More than 90 percent of our kindergartners became readers by the end of kindergarten.

As a mentor with new teachers, my goal was to help them to see that if they wished to be considered a great teacher, they must be successful with children with the greatest challenges. The real work

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### **KEEP IN TOUCH**

We'd like to hear from you!  
Please send us feedback, news and updates to [ed-alumni@ucdavis.edu](mailto:ed-alumni@ucdavis.edu) or call (530) 754-2131.

## Alumni Survey Helps School Stay Connected



JoAn Skinner (retired teacher education faculty), Nancy Pollock ('56 credential) and Karen Green ('63 BA) attended a luncheon for School alumni interested in discussing ways the School could honor and reconnect with them.

In the fall and winter, the School sent a survey to more than 5,000 alumni to find out more about their experiences as students at UC Davis and as professionals. Eighty-eight percent of respondents earned a teaching credential from the School, with the remainder receiving graduate degrees.

Here, we share some results and selected comments. We will share further details in upcoming issues.

### *Experience at UC Davis*

- 82 percent received their undergraduate degree from UC Davis
- 28 percent received a graduate or professional degree from UC Davis or other institution(s).
- 82 percent rated their graduate education at UC Davis as excellent or good.

### *Most Critical Issues in Education identified by respondents*

- School funding
- Teacher preparation and quality
- Balancing assessment and whole child development
- Changing demographics and achievement gaps

*I am very concerned that in the striving for standards, we have forgotten the individual differences in children, how they learn and how teachers teach. If our programs do not reflect the creativity and sensitivity of the teacher, we critically lose teachable moments and the treasure of individual differences; these children are not cardboard boxes that, when assembled according to directions, turn into perfect 6-sided boxes.*

### *How Education Prepared Alumni*

- Work effectively in teaching.
- Think broadly and independently.
- Successfully pursue opportunities and lead.

For more information on the survey or the results, please contact Ann Pridgen, Director of Donor Relations and Development, at [ampridgen@ucdavis.edu](mailto:ampridgen@ucdavis.edu) or (530) 754-2131.

*I believe the strength of my experience is the emphasis on creativity and that there are a multitude of ways to teach the same subject....the world was open to me to take a concept or a standard and explore it...looking back, I was fortunate to have enjoyed the luxury of putting children first.*

## News from Louisiana

Shortly after Hurricane Katrina hit the Gulf Coast in August, we checked in with an alumna teaching in Louisiana, Lynda Basinger ('68, credential). Here is an excerpt from her letter in December 2005, followed by an update she sent in May 2006. For the full text, please visit our Web site at [http://education.ucdavis.edu/alumni/alum\\_lanews.html](http://education.ucdavis.edu/alumni/alum_lanews.html).

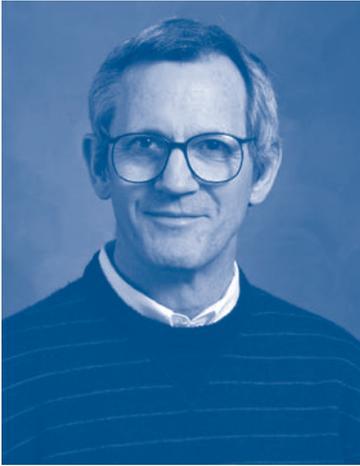
Dear Dr. Levine,

*I teach the second grade in a school located about 40 miles west of New Orleans. This*

*continued on page 13*

# FACULTY Features

## Jon Wagner New Director of Campus Teaching Resource Center



Jon Wagner

Jon Wagner took the helm of the UC Davis Teaching Resource Center this spring.

The Teaching Resource Center seeks to improve instruction at UC Davis by enhancing teaching and learning opportunities for faculty and teaching assistants.

Wagner came to the Davis campus in 1988 to help establish the center for Cooperative Research and Extension Services for Schools (CRESS Center) and served as the Center's first director. He was

appointed to the Davis faculty in 1990 and served as director of the Division of Education from 1991-95. Prior to coming to Davis, Wagner served as director of the Office of University-Schools Educational Improvement for the UC Office of the President.

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

### Faculty Publications, Presentations and Grants

#### *Jamal Abedi*

Chair Designate, Annual Meeting Policies and Procedures Committee, American Educational Research Association, 2006-2007; Chair, 2007-2009.

"Accessible Reading Project grant from the National Center on Educational Outcomes." This multi-year \$1.7 million grant supports research on and development of accessible reading assessments that provide a valid demonstration of reading proficiency for increasingly diverse populations of students in public schools, and particularly for those students who have disabilities that affect reading.

"Language Issues in Item-Development." *Handbook of Test Development*. New Jersey: Lawrence Erlbaum Associates, 2006.

"Assessment Issues Related to English Language Learners and the No Child Left Behind Initiative." Paper presented at the 2006 Annual Meeting of Teachers of English to Speakers of Other Languages (TESOL), March.

"Accommodations for English Language Learners That May Alter the Construct Being Measured." Paper (symposium) presented at the 2006 Annual Meeting of the American Educational Research Association, April.

"Are Accommodations Used for English Language Learners Valid?" Paper (symposium) presented at the 2006 Annual Meeting of the American Educational Research Association, April.

"Accommodations Policies and Practices for English Language Learners and Students with Disabilities. Paper

*continued on page 9*

# FACULTY Features



Jamal Abedi

## Faculty from page 8

(symposium) presented at the 2006 Annual Meeting of the American Educational Research Association, April.

“Examining Background Variables of Students with Disabilities That Affect Reading.” An invited symposium at the 2006 Annual Meeting of the National Council on Measurement in Education, April.

“Validity, Effectiveness, and Feasibility of Accommodations for English Language Learners with Disabilities.” Paper presented at the 2006 Conference on Accommodating Students with Disabilities on State Assessments: What Works? Sponsored by Educational Testing Service, Council on Exceptional Children, College Board, and National Institute for Urban School Improvement, March.

“High-Stakes Tests and English Language Learners.” Paper presented at the 2006 Annual Meeting of Teachers of English to Speakers of Other Languages, March.

### Steven Athanases

Athanases, along with colleague Betty Achinstein, received the 2006 Distinguished Research Award from the Association of Teacher Educators for their paper “Focusing New Teachers on Individual and Low Performing Students: The Centrality of Formative Assessment in the Mentor’s Repertoire of Practice,” published in *Teachers College Record*. This paper led to the development of the recently published *Mentors in the Making: Developing New Leaders for New Teachers*. Athanases and Achinstein are the editors.

### Rebecca Ambrose

Jacobs, V., Ambrose, R., Clement, L., and Brown, D. “Using Teacher-Produced Videotapes of Student Interviews as Discussion Catalysts,” *Teaching Children Mathematics*, February 2006.

### Allan Bellman

“Make Algebra Come Alive with High- and Low-Tech Data-Collection Activities.” National Council of Teachers of Mathematics Annual Conference, April.

“ $1 + 1 = 3$ : Integrating Science and Math Instruction” (with Rick Pomeroy). National Science Teachers Association Annual Conference, April.

“Networked Calculators as the Center of Your Data Collection.” Teachers Teaching with Technology International Conference, February.

“What We’ve Learned Networked Calculators as a Teacher Training Tool.” Teachers Teaching with Technology International Conference, February.

“Using Motion as a Context for Development of the Linear Function.” Los Angeles Council of Teachers of Mathematics Annual Conference.

### Patricia Gándara

“Fragile Futures: Risk and Vulnerability Among Latino High Achievers,” Policy Information Report, Educational Testing Service, January.

### Odis Johnson

“Who Benefits from Concentrated Affluence? A Synthesis of Neighborhood Effects Considering Race, Gender and Education Outcomes,” presentation in

*continued on page 12*

# STUDENT News & Notes

## Spotlight: Graduate to Lead Teacher Credential Program at Purdue



Luciana de Oliveira

Luciana de Oliveira is headed to Purdue University to start her career as a professor

of education. An expert in language acquisition, de Oliveira has always been interested in how teachers do their work.

Building on what she has learned through her graduate research, de Oliveira will help shape a

new teacher credential program at Purdue focused on English learners.

“I am so pleased to have this opportunity to help build a new program at Purdue,” said de Oliveira. “My experience as a teacher in Brazil and in the U.S. and the research I have done at UC Davis provide the foundation for the work I will begin this fall in Indiana.”

de Oliveira graduated from Sao Paulo State University in Brazil and earned her teaching credential there. She began teaching at a private language school for adults and children when she was just 18.

“I have always been interested in linguistics, and I have always wanted to work with teachers,” said de Oliveira. She knew early that she wanted to earn a PhD.

In her second year as an undergraduate, de Oliveira received a grant to fund her first research into children’s use of written language and how they express their thinking in English. During her graduate studies at UC Davis, she taught in the linguistics department on campus and

spent countless hours in K-12 classrooms observing and working with teachers.

Her dissertation research built upon work she began while working with the UC Davis History Project on campus. She did a linguistic analysis of 8th grade and 11th grade history students at two school districts in Sacramento.

“I was interested in how the students organized and expressed their understanding of history in writing as it related to what the teachers expected them to understand,” said de Oliveira.

Working very closely with teachers, de Oliveira began by interviewing teachers, conducting surveys, and then looking at student writing very closely. Teachers rated the students’ writing and de Oliveira worked with them to identify the key features of the work.

“My approach is to focus everyone on the positive, in terms of making meaning through language,” said de Oliveira. “Focusing on errors is not very productive, but if teachers can identify what language features students are using to make meaning in writing, they can help students build their skills.”

For de Oliveira, the key is sharing what she learns from teachers with professional development providers. They can build on her suggestions to reach many more teachers and train them to do this with all of their students, including second language learners.

## Recent Student Awards, Presentations and Publications



Melissa Salazar, recipient of the 2006-07 Davis Humanities Institute Research Award.



Lina Mendez-Benavidez, graduate fellow of the American Association of Hispanics in Higher Education.

### **Bryce Battisti**

“Permaculture in Higher Education” at the Facilitating Sustainable Agriculture National Conference, January 24-25, and at the WRAEC (Western Regions Agricultural Education Research Conference), April 19-22.

“Prevalence of Teleological and Lamarkian Misconceptions of Natural Selection Among University Students,” at the NARST (National Association for Research in Science Teaching) 2006 Annual Meeting, April 3-6.

### **Shannon Cannon**

“You Gotta Read to be a Reader! Inspiration for Independent Reading” at the 51st Annual International Reading Association Conference, May 2.

### **Stacey Caillier**

“The Young at Art: Reconsidering Impact, Engagement & Literacies.” *Arts and Learning Research Journal*, 22(1), 1-22.

“Young People, Art, and Literacies: Paths Into and Out of Schools,” at the annual meeting of the Pacific Sociological Association, April.

Caillier, S., Pollard, J., & Humphreys, G. “(Re)visioning an Arts-Focused Charter School through Student Voice and Collaborative Self-Study,” at the annual meeting of the American Educational Research Association, April.

### **Lina Mendez-Benavidez**

Mendez-Benavidez is a graduate fellow

of the American Association of Hispanics in Higher Education (one of only 12 nationwide) and served as the fellowship coordinator at their national conference this year.

### **Patrick Newall**

“Documenting a Fair Use Argument on Campus,” presented to the Academic and Research Library Association that reviewed the copyright act, Fair Use, and the TEACH Act as it pertains to materials used by instructors in classrooms and online, May 20.

“Panel Discussion on Copyright Issues” presented at the Off Campus Library Services meeting in Savannah Georgia, May 26.

### **Pamela Pan**

“Integrating Diversity and Cultural Education in Literacy,” *Journal of Language and Literacy Education*, vol 2, no 1, 2006.

### **Melissa Salazar**

Salazar is the 2006-07 recipient of The Davis Humanities Institute Research Award.

“Public Schools, Private Foods: Mexicano Memories of Culture and Conflict in American School Cafeterias,” *Food and Foodways* (Taylor & Francis Publishers), to be published.

### **Pamela Spycher**

Recipient of the UC Linguistic Minority Research Institute Dissertation grant for “Learning Words for School Success: A Vocabulary Instructional Intervention in Kindergarten.”

**Faculty from page 9**

the School's Brown Bag Research Series, March.

**Cindy Passmore**

"Inquiry into Practice." National Science Foundation Teacher Professional Continuum grant. This five-year \$1.75 million award will fund professional development for science teachers through the Sacramento Area Science Project (a joint program between UC Davis and Sacramento State University).

**Rick Pomeroy**

Member of the NASA Working Group for Pre-Service Teachers, May.

**Mike Stieff**

"Assessing the Outcome of Simulations & Modeling Environments in Science Education," presentation in the School's Brown Bag Research Series, January.

**Thomas Timar**

With a grant from the Gates Foundation, Timar is researching California's High Priority School Grants Program. The program provides \$400 per pupil per year to the lowest-performing schools for three years. Over the three-year funding period, schools are required to make improvement in API scores or face a variety of sanctions. Timar's study looks at how schools spent those monies, how they decided what to spend it on and how they evaluate the effectiveness of their decisions. The study also explores the sustainability of changes brought about by the program.

**Cary Trexler**

"Collaborative Agriculture Research and Development: A Vietnamese Context for Internationalizing the UC Davis



**Odis Johnson**

Curriculum through Service Learning." This \$99,983 grant from the US Department of Agriculture will stimulate a new and creative initiative between UC Davis and Can Tho University in Vietnam that will serve as a context to help internationalize UC Davis's curriculum, research, and engagement activities.

**Athanases from page 2**

are equipped with research skills, even doctorates," said Athanases. "At the same time, we often hire research faculty who care and know about teacher education. In fact, many have been K-12 teachers themselves. This whole approach moves against the traditional divide and elevates teacher education in the academy."

Athanases's other research interests include an emphasis on teaching diverse youth in urban, public schools, and "broadening English language arts curricula to better engage kids on the academic margins."

Read more about the School's teacher education program in this issue's special insert, and learn more about Athanases recent work on the importance of mentoring for new teachers.



Rick Pomeroy, science education supervisor, talks with a high school student participating in the Young Scholars Program, a six-week residential science program Pomeroy directs.

**Louisiana from page 7**

*area was subjected to high winds, power outages and some flooding but was recovered enough to begin school two weeks after Hurricane Katrina.*

*We are surrounded by a multitude of Red Cross vehicles, new FEMA trailer parks, new displaced teachers who have been assigned to our schools, and other signs of the results of the hurricane. It may be too early to predict what long-lasting impact this will have on the children, but I feel certain that, just as with the attacks on 9/11, life for these children will never be the same. Many teachers have lost their jobs because their schools vanished.*

*Thank you for your letter. When you are sitting in the midst of a situation such as this, UC Davis seems a light year away and it is so good to know that it really isn't!!*

*Sincerely, Lynda Basinger*

**May 2006 Update**

*Many areas of New Orleans are still in the throes of devastation and the schools are at the center of much of the concern for these areas of the city. Until the schools are rebuilt families are not willing to return and, conversely, until families return, it is difficult to plan for reconstruction of the schools. There is much talk about turning several schools into charter schools since the former school system was experiencing so many problems prior to the hurricane.*

*My school district is still submitting weekly enrollment reports because of the constant change in enrollment. Most of the school districts in Louisiana (and other states housing evacuees) are wondering what the coming school year will bring with respect to*

*enrollment and financial impact.*

*I've come to realize that this is not just a Louisiana/Gulf Coast situation. We are all, regardless of location, subject to the possibility of a natural or man-made disaster that could alter our schools (and everything else in life) in a split second.*

*Sincerely, Lynda Basinger*

**Recent Alumni Accomplishments****Janet Hesch** ('01 PhD)

Hesch is associate professor of Teacher Education at CSU Sacramento, and works with a group of local teachers engaged in research and policy work through the Teachers' Network Leadership Institute, a recipient of Met Life funding.

**Brenda Hensley** ('94 credential)

Hensley serves as president of the Vacaville Teachers Association.

**Doug Mooers** ('85 credential)

In January, the Pacific Northwest Mathematical Association of America recognized Mooers for Outstanding Teaching in Math. He chaired the mathematics department at Whatcom Community College for 17 years. His citation reads, "Doug Mooers concentrates on student needs, invites independent thinking, and stimulates curiosity in mathematics.... Doug Mooers makes a difference in many of their lives. The broad scope of Doug Mooers' influence is astonishing."

**Donald O. Rickter** ('55 credential)

Rickter was elected to serve as councilor of the American Chemical Society for 2006-2008 and expects to work on science education (K-graduate school).

# CENTERS & Institutes



**For more information...**

## **CRESS Center**

<http://www.education.ucdavis.edu/cress>

## **Center for Community School Partnerships**

Renee Newton, [rnewton@ucdavis.edu](mailto:rnewton@ucdavis.edu)  
<http://www.education.ucdavis.edu/cress>

## **Edward Teller Education Center**

Stan Hitomi, [hitomi1@lnl.gov](mailto:hitomi1@lnl.gov)

## **Center for Applied Policy in Education**

Julie Maxwell-Jolly,  
[jrmaxwelljolly@ucdavis.edu](mailto:jrmaxwelljolly@ucdavis.edu)



Hungarian Ambassador Andras Simonyi and Stan Hitomi, ETEC director, examine a DNA fingerprint that was produced by teachers at ETEC.

## CRESS Center News & Notes

### **Executive Director Search Underway**

The School is actively recruiting for a new executive director for its CRESS Center. The director provides vision and intellectual leadership, ensures the quality of CRESS activities, develops and implements strategic plans and provides substantive leadership to CRESS coordinators. Most importantly, the director facilitates the generation of collaborative research, research-based practices, teacher inquiry, “whole school” initiatives, and university-school projects that involve faculty from the School and across the UC Davis campus, CRESS directors and constituents in the field.

## Edward Teller Education Center

### **Hungarian Ambassador Pays Visit**

In February, Hungarian Ambassador Andras Simonyi, Counselor Terez Dehelan, and Consul General Gerenc Bosenbacher paid a visit to the Edward Teller Education Center (ETEC). Dr. Teller was Hungarian and is highly regarded by the Hungarian government for his scientific achievements.

ETEC is a collaboration between UC Davis, UC Merced, and Lawrence Livermore National Lab dedicated to providing professional development for K-12 teachers within the greater Livermore Tri-Valley area and the San Joaquin Valley.

### **CCSP Director Appointed to Statewide Advisory Panel**

State Schools Superintendent Jack O’Connell has appointed Renee Newton to the California Before and After School Advisory Committee. The committee will provide information and advice to the State Superintendent of Public Instruction, the Secretary for Education, and the State Board of Education regarding state and federal policy and funding issues affecting before and after school programs, based on regular and systematic input from providers.

Newton, the director of the Center for Community School Partnerships, also manages the Statewide Afterschool Network.

## Center for Applied Policy in Education

### **New Center for Education Policy**

The School has established the Center for Applied Policy in Education (CAP-Ed) to provide nonpartisan, research-supported expertise from scholars, policymakers and practitioners to those making policy and to those who interpret and implement it. The Center facilitates the nexus between the worlds of research, policy, and practice, so that all can contribute to fostering a thoughtful and effective education system in California.





Marlene Bell

### **Bell from page 6**

in teaching is finding the strategies for success for each child. Good pedagogical practices combined with an enriching curriculum are core to achieving success with every child. Lastly, it is paramount that neither gender, ethnicity or socioeconomics cause differentiation in the application of best practices.

*What are some of the biggest challenges of public education? What areas need changing?*

California's biggest challenge is its ability to properly fund public education. The fifth largest economy in the world continues to shortchange students and teachers. Despite the lack of funding, teachers, and parents create amazing learning opportunities for students.

Just as critical as the funding level for education is "No Child Left Behind." There's a regime of high stakes testing. Our teachers spend more time in test preparation than in providing a rich learning experience for students. To test the child who speaks little English in English only contributes to a poor self image, which does not support a successful academic career. Our students work to make the grade; teachers struggle to ensure the success of every child, and districts wait with crossed fingers for each year's test result. The joy of teaching, learning and the development of the whole child needs to survive.

*What advice would you give to new educators?*

Know that education is very political. It is not enough to be well-grounded in curriculum; teachers must understand the powerful influence of the legislature on public education. They will always need to be an advocate for children and an advocate for their fellow colleagues. They must be outspoken and firmly grounded in the institution of public education. Never be silenced. Stay closely connected to the reason they went into education, their students. Our democracy, our civilization, and our culture is dependent upon the survival and improvement of this institution.

*What do you plan to do when you retire?*

The work of an advocate is not really conducive to retirement. The need for positive, productive environments for children has no end, and I'm not sure I could give up the work completely. It's my plan to return to working directly with children, but this time with children escaping a violent environment. I don't see myself stopping work, just shifting my focus!

*Marlene is married to Bob Bell. They live on a walnut ranch in Winters, California. Their son, Maurice Bell, and his wife, Bridgette of Dallas are parents of first cherished granddaughter, Briana. Maurice manages the largest para-transit system in the country. The Bell's daughter, Sharaine, an accomplished artist, lives in San Francisco.*

## GIVING MATTERS

### The Leading Education Fund

Your gift matters every day. Please join alumni and friends who are giving through the School of Education Fund and New Teachers Fund.

Here, in their words, are some of the reasons why they give to the School of Education:

"We need good teachers, and we need to support good teachers."

"I feel strongly that teachers should be rigorously trained and UC Davis has such a program."

"My gift is small, but I believe it is VERY important to support the School of Education."

To make your gift, please use the enclosed envelope or visit the School's giving page at: <http://education.ucdavis.edu/giving/index.html> or contact Ann Pridgen: (530) 754-2131 or [ampridgen@ucdavis.edu](mailto:ampridgen@ucdavis.edu)

The *Catalyst* is published three times a year by the UC Davis School of Education to update educators, policymakers, alumni and friends.

## Alumna Urges Annual Fund Support

I would like to share with you why I am excited about the developments within the School of Education and why I am inviting you to join me in supporting the School by giving to the Annual Fund.

It has been my pleasure to work as a classroom teacher for over 30 years. Time and again I have turned to techniques and methods of inquiry that I learned during my undergraduate and credential years at UC Davis. Now I'm in a position to financially help assure that today's students have access to the same high quality education from which I benefited.

I consider my life-long commitment to education a personal responsibility. I give to the School's Annual Fund because I see clear direction and meaningful results. Through the Fund I can assist aspiring teachers and help the School increase its capacity to serve and support our talented, dedicated future teachers, educators, and leaders.

The School of Education is truly making a difference. And with our support, the School will be strengthened in this critical work. The need is great, and our gifts are important. Please join me in supporting the School of Education's 2006 Annual Fund. Thank you very much for your thoughtful consideration of my request.

Sincerely,  
Susan B. Davis  
Class of '72 (credential)

## UPCOMING E v e n t s

For details on these and other events, visit the School's Web site at <http://education.ucdavis.edu>

**School of Education Graduation Celebration**  
June 14, 2006 — 4 p.m.  
Jackson Hall, Mondavi Center

**Third Annual Words Take Wing: Honoring Diversity in Children's Literature**

**Patricia McKissack**

February 26, 2007 — 11 a.m. & 5:30 p.m.  
Mondavi Center  
Tickets available in the fall.



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