



Catalyst

Research . Engagement . Partnership

School Reaches Five-Year Milestone

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The School of Education celebrates its fifth birthday this spring. Thanks to the support of the UC Davis campus, our alumni and donors, dedicated faculty and staff, and educators from throughout Northern California and beyond, the School has accomplished a great deal in just five short years—and we have ambitious plans for the future.

Since our founding in 2002, we have grown significantly and launched several major initiatives. We have partnered with Sonoma State University to create a new doctorate in education leadership.

To make an immediate impact on the lives and learning of children in the region, we have collaborated with St. HOPE Public Schools and the UC Davis M.I.N.D. Institute to establish a full inclusion preschool in Sacramento. Together, with the Washington Unified School District and Sacramento City College, we will also establish the West Sacramento Early College Preparatory School.

These are just a few examples. Thanks to all of you for your continued support and encouragement—and keep your eyes on the School as we grow.

School Collaborates To Establish Charter School in West Sacramento

A new charter high school—a collaboration among UC Davis, Washington Unified School District, and Sacramento City College—has been approved by the Washington Unified school board and is anticipated to open this fall.

Built on a foundation of expertise and commitment to a better education for all students, the West Sacramento Early College Preparatory School is designed to provide an unprecedented opportunity

for students in the district to achieve the promise of a college degree. Integral to our plans is discovering ways to translate what we learn at the school for the benefit of educators and schools beyond this district and community.

The curriculum and teaching philosophy are designed to serve students who have had difficulty succeeding in a traditional high school classroom. Every graduate will have completed the “A-G” courses

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WE'D LIKE TO HEAR FROM YOU

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M E E T Our Faculty

Cindy Passmore



Cindy Passmore

Science is not boring, so why do so many middle and high school students think it is?

According to Cindy Passmore, assistant professor and an expert on science education, students most often experience science in school as the memorization of facts and procedures with little practical utility or intellectual interest.

“This results in an impoverished view of science as an intellectual enterprise,” said Passmore.

Students should have the opportunity to reason like scientists if we hope to ensure long-term understanding and inspire greater numbers of youth to pursue careers in science, according to Passmore. Model-based instruction, in which students observe a phenomenon and then reason through experimentation how that phenomenon occurred provides a different strategy for teaching science that has demonstrated its value in achieving these goals.

For example, instead of having a teacher describe the water cycle and then asking students to memorize the terms and processes, teachers would start with a phenomenon—evaporation—and ask students to conduct experiments to determine where the water went, why and how.

“There are a lot of good things happening and a lot of great teachers, but the challenge is to break out of the cycle of rote memorization and do things differently,” said Passmore.

Finding ways to answer this challenge is Passmore’s passion, and what better place to start than with science teachers themselves?

Recently, Passmore received a five-year \$1.75 million grant from the National Science Foundation to fund a unique professional development project for science teachers. Two cohorts of 30 science teachers will spend three years rethinking their instruction, interacting with university faculty, and providing leadership to peers along the way (read more about this project on page 4.)

“If we can help teachers adopt instruction that focuses on reasoning and experimentation, our hope is that their students will be able to make better connections among the content they study, which will help them retain the knowledge,” said Passmore.

As it stands, students aren’t really learning how to think. “They get very good at memorization, but that doesn’t get you very far when you are looking to solve a problem,” said Passmore.

Most importantly, students engaged in real-world science experience first-hand the excitement of discovery and may be more likely to pursue science in college and beyond.

Ultimately, for Passmore, this approach helps students realize that science is, more than anything else, about “making sense of the world with the tools we have.”

Writer-in-Residence Program Launched



Alma Flor Ada

The School has launched the KLC Adler Children's Writer-in-Residence program. Established to promote the distinctive importance of children's literature in instruction by teachers in elementary and secondary school classrooms, the program seeks to strengthen teachers' instructional options, student learning, and the ability to foster the development and exercise of the creative arts in classrooms.

"We believe strongly in the power of children's literature to foster excellence in teaching and learning, to develop creativity and a passion for the creative arts, and to transform lives," said Dean Harold Levine. "We are proud to be the home of this unique program."

On her first visit as the inaugural Writer in Residence, Alma Flor Ada emphasized approaches to sharing poetry in the classroom. In her readings of favorite poems and in her own writing, she expressed her love of words with students in the teacher education program and discussed concrete ways teachers can leverage children's natural love of stories and sounds to help open them to new worlds and new perspectives.

Poetry can help children develop a "love of language," said Flor Ada. She suggested that teachers use poetry in a variety of ways: reading aloud, memorization, writing poems, incorporating art and poetry, and teaching poems that share common themes. She also emphasized the

power of messages about identity because children love stories on this theme.

"It was so wonderful to be part of the Alma Flor Ada experience," reported Marty Rutherford, a member of the teacher education faculty. "She absolutely ignited the students in my class and fostered new ways of thinking about possible worlds. What a joy."

In addition to working with teacher education students, Flor Ada met with faculty and mentor teachers to discuss ways to incorporate children's literature into their own work and to explore how to continue to develop the KLC Adler Writer-in-Residence program.

The award-winning author of numerous children's books and a prolific translator, Flor Ada is a leading mentor and philosopher of bilingual education in the United States. She has authored several reading programs in English and Spanish.

State Board of Education's Alan Bersin Discusses Education Challenges

On May 8, Alan Bersin, former superintendent of San Diego's schools and former Secretary of Education under Governor Schwarzenegger, engaged in an informal discussion with faculty, researchers and students.

"Alan brings unique insight to education policy," said Dean Harold Levine. "It is always exciting to engage in these kinds of conversations with people who are active in the daily work of education policy in California."

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.



McKissack read from her books and delighted the crowd with scary tales from her youth. McKissack also visited children at the UC Davis Children's Hospital.

Words Take Wing: Honoring Diversity in Children's Literature

Award-winning children's author Patricia McKissack gave two lectures to nearly 1,000 area schoolchildren, teachers and the public in February as part of the School's children's literature lecture series.

McKissack was the third author to speak in the annual series, "Words Take Wing: Honoring Diversity in Children's Literature." The event, co-sponsored by the UC Davis Children's Hospital, features children's authors and illustrators

discussing their art of crafting words and images.

In February 2008, the series will feature Robert D. San Souci. San Souci's books—many of them retellings of traditional folk tales—celebrate cultures from around the world. For more information about San Souci's appearance, visit the Words Take Wing Web page at http://education.ucdavis.edu/news_events/wtw.html.



Arthur Beauchamp

NSF-Funded Professional Development Program Launched for Science Teachers

Armed with a \$1.75 million grant from the National Science Foundation, the Sacramento Area Science Project has launched the first phase of the Innovations in Science Instruction through Modeling (ISIM) program, a four-year professional development program for a select group of middle school and high school science teachers.

Cindy Passmore, assistant professor, and Arthur Beauchamp, director of the Sacramento Area Science Project, are heading a team of researchers who will work with two cohorts of 30 science teachers each to examine modeling in science and the implications for instruction.

According to Passmore, model-based reasoning asks students to construct and use models to make sense of a wide variety of scientific phenomena, rather than asking them to memorize facts and

processes. The goal of the ISIM program is to understand how teachers first adopt and then promote practices that engage students in model-based reasoning.

The focus over two years will be on collaboration among members of the cohort and researchers through summer institutes, classroom-based research, lesson study and reflection.

At the kickoff meeting in April held at the Intel Folsom campus, Passmore and Beauchamp shared with participants the need to be open to exploration, of not knowing what they will discover.

"As teachers, we feel that we are supposed to know the answers but in this project we are seeking answers. This work will be a real paradigm shift. Places of teaching are places of learning, too. It should be we who are actively engaged in learning as well," said Beauchamp.

Graduation To Feature State Schools Chief

Jack O'Connell, California Superintendent of Public Instruction, will be the keynote speaker at the School of Education's graduation ceremony on June 13.

O'Connell, who was elected to his second term as the state's public schools chief in June 2006, is a long-time advocate for small class size, improved teacher recruitment and comprehensive testing. He was also one of the architects of the California High School Exit Exam.

"Jack O'Connell has been a strong leader for public education from the time he served on the Santa Barbara County School Board to his current post," said Harold Levine, dean.

This year's ceremony marks the School's fifth year and will celebrate students receiving 133 credentials, 96 Master's degrees, and 14 doctoral degrees. To honor the foundation alumni built in the field of education at UC Davis and the contributions they make to the region and

beyond, the School has also invited alumni from the 1960's and 1970's to a special reunion that day. More than 80 alumni will be recognized as a group during the ceremony.

"A lot of people don't realize that even though

the School is only five years old, UC Davis has been educating and training teachers for nearly 90 years—almost the entire life of the campus," said Levine. "We are very proud of the significant roles our alumni

have played as teachers, administrators and community leaders over the years and are pleased to have this opportunity to celebrate their work and dedication."

The School welcomes attendance at the ceremony. Tickets are required. For more information, contact Linda Baldwin at lkbaldwin@ucdavis.edu, or call (530) 752-4663.

Charter School from p. 1

required for the University of California and the California State University and have the opportunity to complete up to eight college courses.

"This milestone represents a watershed event for the School of Education's engagement in public education," said Dean Harold Levine. "But, a great deal of very hard work must yet be done."

According to Levine, next steps include getting approval from the State Board of Education, recruiting administrators, faculty and students, and finalizing the curriculum. The school will open with 60 students each in sixth and seventh grade. Each year an additional grade will be added up to 12th grade, eventually serving approximately 420 students when the school is fully enrolled.

Note: The West Sacramento Early College Preparatory School is supported by The Bill & Melinda Gates Foundation, The Carnegie Corporation of New York, and The Woodrow Wilson National Fellowship Foundation.



School of Education Alumni get together to plan reunion. Pictured from left are Sue Davis ('73 Credential), Carolyn Garcelon ('73 Credential), Carol Bone ('73, Credential) and Karen Martin ('71 Credential).

Who's Who Alumni Profile

Thomas Prieto

How does someone trained in graphic design become one of the most talented new teachers around?

For Thomas Prieto, it began with an epiphany.

"I was observing my sister-in-law teach first grade in Fresno, and I noticed how much a new student, named Jose, was

struggling," said Prieto. "He had very limited English skills. I thought, 'What am I doing sitting behind a desk clicking a mouse when I could be making a difference?'"

Prieto ('02 BS, '04 credential, '05 MA) knows what it's like to struggle with English. He entered kindergarten as a

Spanish speaker and had to repeat his first year of school because of his inability to master English.

In just his second year of teaching, Prieto is hearing from his colleagues that his skills in the classroom exceed what might be expected of a novice teacher.

Prieto chalks this up to several factors, including working with a wonderful group of teachers at Anderson—many of whom graduated from the School of Education's credential program—and being "extremely prepared" by his studies and training at the School.

"I think back to what I learned in the program, especially on how to reflect on my own practice," said Prieto. "I feel

empowered to make change; I can voice my opinion confidently because I got the tools I need to be an effective teacher and colleague."

Prieto respects his colleagues and values his education, but his real passion is reserved for his first grade students. Every day begins with a handshake and a check in.

"I make sure that every day starts with a quick personal conversation with each student," said Prieto. "I need to know how they are feeling and let them know that I care. If I don't know a child is starting the day with a real problem, we could go a whole day with no learning."

And the challenges some of his students face are significant: all of the children receive free or reduced lunch, and 14 out of the 18 are native Spanish speakers. But what many may perceive as insurmountable obstacles, Prieto sees as opportunities to build a community of learners while instilling confidence in each student.

"My job is to make sure my students meet all the requirements, but at the same time I allow them to be in charge of their learning," said Prieto. "I work on finding ways to let them make choices and to express their learning in a variety of ways."

For instance, during instruction, Prieto frequently asks questions and tells the children, "now talk to your neighbor about that." They are valued for their opinions and puzzle through new concepts together.

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Thomas Prieto talks with one of his students at Anderson Elementary School in Dixon.

Alumni Recognized for Leadership in the Field



Karen Lafferty ('63 BA, '64 Credential)

Carol A. Boyd ('71 Credential), assistant superintendent of the Oakley Union Elementary School District, has been honored for her leadership by the Association of California Administrators. She was chosen as Administrator of the Year for the East Bay of California.

Karen Lafferty ('63 BA, '64 Credential) was named president of the Senior Coalition of the California Retired Teacher's Association. The influential coalition was formed about 15 years ago to track issues affecting retirees and retirement.

Dean Vogel ('73 Credential), a counselor in the Vacaville Unified School District, has been elected vice-president of the California Teachers Association. Last year, Vogel was named Advocate of the Year by the California Association of School Counselors.

Alumni Recognized for Excellence in Teaching

Erin Hopkins ('05 Credential, '06 MA), a fourth grade teacher in Oakley, California, was selected her school's Teacher of the Year.

Diana Huerta ('05 Credential, '06 MA), an elementary school teacher in Salinas, California, received the Crystal Apple Award from a local television station in recognition of her positive influence on the development of children on the Central Coast.

Davis Richmond ('89 Credential), a math teacher in Woodland, California, has been recognized as the 2007 Educator of the Year by the California League of Middle Schools. Richmond, a teacher and leader among his colleagues for 18 years at Douglass Junior High School, was chosen from more than 120 finalists across the state.

Alumni Research Published

Todd A. DeMitchell ('90 MA), a professor in the Department of Education & Justice Studies Program at the University of New Hampshire, published *Negligence: What Principals Need to Know about Avoiding Liability*. In addition, he has had articles published in or accepted for publication by *Teachers College Record*, *Education Law Reporter*, *Brigham Young University Education and Law Journal*, the *Journal of Law & Education*, and *Phi Delta Kappan*.

Terri A. DeMitchell ('90 MA) has been invited to write an article on educational malpractice for the *School Administrator*. Recently, she also took part in a book signing for her book *You Will Come Back*, a middle grade mystery, to support the New Hampshire Library Association.

Attention 1960's and 1970's Alumni

The School will host a special celebration recognizing your contributions to education. Come visit with friends, share memories, meet faculty and students, and learn more about the School. Please let us know whether you can join us on Wednesday, June 13, 2:00 p.m., at the Buehler Alumni and Visitors Center. Contact Ann Pridgen at (530) 754-2131.

KEEP IN TOUCH

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

FACULTY Features

Education Professor Awarded Fulbright Fellowship



Cary Trexler (r) confers with faculty at Nong Lam University in Vietnam.

Cary Trexler, an assistant professor and expert on agriculture education, has been awarded a prestigious Fulbright fellowship to extend his research and outreach in Vietnam.

Building on relationships and work he has begun with Vietnamese scholars at Nong Lam University in South Vietnam, Trexler will design and modify the agriculture education

department's undergraduate curriculum and assist faculty there in writing grant proposals that focus on rural education and community development.

He will also serve as a lecturer in agriculture and environmental education and begin working with Hanoi Agricultural University and Can Tho University in the Mei Kong Delta, as well as building bridges to two additional universities in central and north Vietnam. Trexler is also mindful of his role as an ambassador of the U.S.

"I am honored to be able to spend this kind of time working with my colleagues in Vietnam," said Trexler. "Because of the war and years of recovery, Vietnam really has no scholars or institutional memories of how to constitute an effective education program in agriculture. It will be exciting to help one university begin to put in the missing pieces of their program."

Trexler explains his efforts at Nong Lam will be focused on three areas:
1) educating and supervising student

teachers, 2) supervising entrepreneurial agricultural projects set up by students and 3) working with high school students to build youth leadership programs, similar to the national FFA program in the United States.

Trexler made his first trip to Vietnam in 2004, funded in part by a seed grant of \$1,500 from International Programs at UC Davis. The following year, he received a \$15,000 grant from campus, and in 2006, he was awarded \$100,000 from the U.S. Department of Agriculture. Along with faculty from Nong Lam University in Ho Chi Mienh City and his colleague from the College of Agriculture and Environmental Sciences, Jim Hill, he toured economically depressed areas of the country to identify where education and extension are most needed.

Together, they also began to reconstruct a comprehensive agriculture education program with a focus on training high school teachers. Much of his work in the coming year will be to continue this curriculum development.

Outcomes from this year of scholarship will include a white paper on the status of agriculture education in Vietnam and an action research paper focused on two or three of the student projects he will supervise. He is also hopeful that he will be able to travel to other countries in Asia to study their agriculture education programs.

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FACULTY Features

Galli-Banducci Honored for Promoting Diversity



Joanne Galli-Banducci (l) pictured with Alumna Amie Hansen ('04 BA, '05 Credential, '06 MA). Hansen is a teacher at Anderson School in Dixon and the artist of the Words Take Wing poster.

Joanne Galli-Banducci, chair of the Words Take Wing lecture series and a member of the teacher education faculty, was awarded a Chancellor's Achievement Award for Diversity and Community this spring. The award recognizes contributions to enhance inclusiveness and diversity at UC Davis.

"In addition to her daily commitment to foster a love of diversity in her students, Joanne has made a significant contribution to this community by creating the Words Take Wing children's literature lecture series. This has very quickly become a signature event for the school, and Joanne deserves a tremendous amount of credit," said Dean Harold Levine.

Kurlaender Receives Two Grants to Study Persistence in College

"The Effects of Institutional Practices on Postsecondary Trajectories—Matriculation, Persistence and Time to Degree," a two-year \$450,000 grant from the Institute for Educational Sciences, will identify how existing higher education programs and policies influence college persistence and completion. Fellow researchers are Jessica Howell, California State University Sacramento; Catherine Horn, University of Houston; and Eric Grodsky, UC Davis.

In addition, "College Readiness to Degree Completion: Remedial Placement

and Patterns of College Persistence" (a \$30,000 grant from the Association for Institutional Research) will seek to identify how existing policies around remedial education at two less-selective public four-year institutions influence college persistence and completion. Kurlaender will collaborate with Howell and Horn for this study.

Faculty and Students Present Research at Annual Conference

In April, School of Education faculty and students shared their research at the annual meeting of the American Educational Research Association (AERA) in Chicago with an audience of researchers, practitioners, policymakers and journalists.

Jamal Abedi made several presentations including, "Research on the Validity of Accommodations to Help States With Providing Accommodations for ELL Students" and "Reducing the Linguistic Complexity of Content-Area Assessments for English Language Learners." Abedi also serves as chair of AERA's Policies and Procedures Committee.

Steven Athanases presented results of two studies: "Meeting the Needs of English Learners: New Teachers Seeing, Critiquing, and Responding to Inequities" and " 'And I Opened My Big Mouth': Voicing and Risk in New Teachers' Advocating for Equity," both with co-author Luciana de Oliveira, a PhD alumna who is now on the faculty of Purdue University.

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STUDENT News & Notes

Graduate to Join Science Education Faculty at San Francisco State University



Larry Horvath

After working toward a PhD and serving as a teacher educator for nearly six years at UC Davis, Larry Horvath will graduate in June and begin his career as an assistant professor of science education at San Francisco State University.

“It’s going to be hard to leave,” said Horvath. “This is an amazing community and the people I have worked with have been an important part of my growth as both a researcher and educator.”

Horvath entered the education program in fall 2001, a year before the campus established the School of Education. At that time, there were 11 professors in the PhD program (now there are 22) and only five other entering PhD students. Even through all the “growing pains,” Horvath said he has “always enjoyed the collegial sense of belonging” among the faculty and his peers.

Among many important faculty relationships, two of the most influential have been Cindy Passmore, his academic advisor and dissertation chair, and Rick Pomeroy, his mentor and colleague in teacher education.

One of the key attributes of the School for Horvath has been the connection between research and practice. “This is not typical and not easy to do,” he said.

Horvath began his career as a science teacher in the late 1980’s, teaching middle school and high school, including

teaching six years overseas, three in Rome and three in Istanbul. Many of his students were high achieving and represented more than 40 different countries.

“I loved middle school because with that age group it is all about engagement,” said Horvath, “Once you get them excited, you can really focus on how they come to understand science concepts. I believe teaching middle school really made me a better teacher overall.”

“My heart is still in California public education, though. This is where the need for quality teachers is the greatest. I think in my new position, I can really play a role to increase the pipeline for those students interested in teaching science, especially with the populations many of our student teachers will be serving—urban schools with a lot of English learners and high poverty” said Horvath.

Horvath’s dissertation research focused on how pre-service science teachers think about inquiry in the context of their own teaching. According to Horvath, inquiry helps students “focus their own thinking, empowers them to understand how scientists do science and can make the content more relevant.”

He approaches his teaching in the same way. “It’s my job to help science credential students develop a strong image of the type of science teacher they want to be, to believe in themselves, and to have the tools to sustain themselves in the profession.”

STUDENT News & Notes

Two PhD Candidates in Action: Helping English Learners Build Community in Middle School



Irina Okhremtchouk looks over a student's work during a multimedia lab session for ELL students at Natomas Middle School.

About 25 percent of K-12 students in California are English learners (1.6 million, according to researchers in the School of Education). Many educators believe that meeting the needs of these students and ensuring their academic success is the greatest challenge they face. Irina Okhremtchouk, a third-year PhD

student, tackles this issue head-on every day.

As director of the language arts program for English Language Learners (ELL) at Natomas Middle School in Sacramento, Okhremtchouk teaches students who speak more than 20 different languages. A native Russian speaker and veteran ELL teacher, she also serves as an advocate for her students.

Thanks to her tireless efforts, Natomas Middle School has the only multimedia lab reserved solely for the use of ELL students in the district. "They deserve the best tools and materials we can provide," said Okhremtchouk.

Melissa Salazar, a PhD student conducting her dissertation work with the Natomas ELL students, is impressed by what they are accomplishing with computers, cameras, microphones and the right software.

Together, Salazar and Okhremtchouk are helping the students improve their English skills through the creation of digital video and photo storytelling projects about their lives and cultural communities.

"This is their medium; many adolescents already use the Internet, videos and music to express themselves and to communicate with their peers," said Salazar.

Salazar, who is now serving as a full-time instructional aide to Okhremtchouk, began her work with the students to understand the nutritional challenges faced by immigrant children in American schools. Her research now goes in a broader direction.

"I knew little about the realities of ELL students before I started working with these kids," said Salazar. "Using multimedia projects at school has been a rewarding way to help these adolescent students express themselves at school, right at the time when they are engaged in defining who they are—culturally, socially, spiritually, and physically."

Salazar is one of six students campuswide to receive a Dissertation Year Fellowship. She credits her faculty mentor, Jon Wagner, for his guidance and support. "Jon has been a big influence on my career." The award includes a \$20,000 stipend, \$500 research allowance, \$500 travel award, and fee remittance for three quarters.

On May 30, Okhremtchouk's students read their poetry called "Between Two Worlds" on the campus radio station 90.3 KDVS, during Andy Jones' weekly poetry show at 5:00 p.m. Jones is an instructor in the English department at UC Davis.



Melissa Salazar ponders a question from a student.

CENTERS Updates

CRESS Center News & Notes



Mary Vixie Sandy

Executive Director Joins CRESS Center

A School of Education alumna ('05 MA), Mary Vixie Sandy is the CRESS Center's new executive director.

An education professional with more than 20 years' experience in the education policy community, Sandy possesses an extensive portfolio in teacher development.

"I am excited to be here to continue my work with teachers and faculty in ways that have a direct and important impact on

public schools and the lives of children, particularly underperforming and at-risk students," said Sandy.

Sandy believes the CRESS Center is uniquely positioned at the nexus of research and practice, serving as a bridge between the university and the broader education community, particularly schools in the region.

"Looking to the future, I envision CRESS as a dynamic and responsive research, development and evaluation center, providing comprehensive education services throughout the region," said Sandy.

The Center for Community School Partnerships

REACH Update

After an intensive eight-month planning period, the seven coalitions funded by Sierra Health Foundation's REACH: Connecting Communities and Youth for a Healthy Future are poised to carry out their action plans. Each of the coalitions will receive grants of up to \$200,000 per year for up to three years beginning in 2007. The CCSP played a key role in supporting a community assessment process and will continue to provide technical assistance for ongoing assessment and program evaluation efforts over the coming years.

Afterschool Network Update

The California Afterschool Network hosted a Research Speaker Workshop on

May 23 to discuss assessment in after-school programs.

CCSP has also produced a series of interactive maps that represent after-school programs with funding from the California Department of Education. Data on location, school district, API scores and more are available for each site. To view the maps, go to the Web at www.afterschoolnetwork.org.

In June, Director Renee Newton, as chairperson of the After-School Outcomes and Evaluation subcommittee, will forward recommendations to the California Department of Education as it considers design of a statewide multi-year evaluation of state-funded Afterschool programs.

FOR MORE INFO

CRESS Center

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Center for Applied Policy in Education

Julie Maxwell-Jolly,

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Science Ed Center Gets New Director



Carey Kopay demonstrates how to bottle one's own DNA at this year's Picnic Day.

The Edward Teller Education Center (ETEC), a joint initiative between the School of Education and Lawrence Livermore National Laboratory (LLNL), has a new executive director on board.

Carey Kopay, a former middle school and college science teacher, has broad experience and expertise. Most recently, she served as the assistant director of the Biotechnology Program at UC Davis.

ETEC provides teachers with world-class training in biotechnology, energy, fusion and astrophysics, providing workshops lasting from three days to six weeks.

ETEC is also proving to be an important model for engaging the scientific research community in education reform, according to Kopay.

“There is tremendous value in partnering teachers with scientists as mentors and providing access to state-of-the-art research facilities, all of which is made possible through the unique collaboration ETEC has with the LLNL.”

The ETEC Teacher Research Academy offered through the School of Education has more than a dozen workshops scheduled for June and July. Interested teachers can learn more at ETEC's Web site: etec.ucdavis.edu.

“ETEC is a great vehicle for helping science teachers build connections between the real world of science and the concepts they are teaching,” said Kopay.

Education Policy Center Defines Initiatives

Last year, the School launched the Center for Applied Policy in Education (CAP-Ed). Over the last year, Julie Maxwell-Jolly and Davis Campbell, have been meeting with school administrators and state policymakers to determine what needs the Center could uniquely fill.

“There are a lot of organizations and centers that provide education policy analysis,” said Maxwell-Jolly, who serves as executive director of the Center. “But we have found that there are also a lot of unmet needs.”

Campbell, senior fellow and member of the School's Board of Advisors, believes there is a special role for the School to play. “Much of the policy put forward through legislation is not based on research or much of a rational basis,” said Campbell.

“At the same time, most research done by university faculty is not linked to policy. The University has a unique role to play in connecting the research to the policy decision-making.”

Maxwell-Jolly explained that school districts face a tremendous amount of pressure to put policy reforms in place, while at the same time dealing with shifts in student demographics and inadequate funding. Policymakers desperately want to put in place ideas that will improve schools, she said.

In response to this challenge, CAP-Ed has identified two primary initiatives: district support programs and state-level programs.

VOLUNTEER Leadership

Board Member Honored as Outstanding Alumnus

Reprinted from UC Davis Magazine



Francisco Rodriguez talks with Chancellor Larry Vanderhoef.

"My service on the Board of Advisors is directly related to my interest in making stronger and more strategic connections between local community colleges and UC Davis. On a personal level, it allows me to maintain contact with my alma mater and contribute towards the fulfillment of the goals and vision of the School of Education. I am particularly impressed with and supportive of the School's outreach and engagement with the regional community and the outstanding quality of their graduate students and programs."

Francisco Rodriguez, Chancellor, Cosumnes River College

UC Davis alumnus and member of the School's Board of Advisors, Francisco Rodriguez ('85 BA, '97 MS) was honored in the fall as Outstanding Alumnus for 2007.

This award recognizes an alumnus who is in the mid-point of his or her career and who has displayed outstanding achievement, promoted innovative change and made professional contributions to the community and to UC Davis.

Rodriguez has devoted his life to higher education and community service. He joined the university staff following his graduation from UC Davis and spent more than a decade serving the campus, including a stint as the first director of the Cross Cultural Center. In the nine years since Rodriguez left UC Davis, he has followed an unusually steep career arc. After two years as associate dean at Woodland Community College, he was promoted to executive dean—the campus's top post—where he served for four years.

In 2003, Rodriguez was appointed president of Sacramento's rapidly expanding Cosumnes River College of the Los Rios Community College District, and he currently teaches in the graduate program in higher education leadership at California State University, Sacramento. Rodriguez's community service includes

leadership and volunteerism with the School's Board of Advisors, the California Community College Commission on Athletics and the Elk Grove Rotary Club, among other organizations.

Rodriguez is the former president of the Chicano/Latino Alumni Chapter, as well as the former president of the California Aggie Alumni Association. He has also served on the board of trustees for the UC Davis Foundation.

Alumna Joins Board

Mary Catherine Swanson ('67 Credential) has joined the School's Board of Advisors. Swanson is the founder and former executive director of AVID (Advancement Via Individual Determination), one of the most successful education reform programs in the United States.

Advisor Murphy Retires

David Murphy, a member of the Board of Advisors, has retired as superintendent of the Davis Joint Unified School District after nine years of service.

As a member of the School's Board and as superintendent, Murphy has played an important part in helping the School set priorities and chart its growth.

"David has been one of our most valued colleagues as we work with teachers, principals, superintendents, and our greater community to strengthen teaching and learning," said Dean Harold Levine.

Murphy has served 35 years in public education.

AERA from page 9



Michal Kurlaender

Stacey Caillier, a PhD student, presented findings from her study “Paths Into and Out of Schools: Youth, Arts/Literacies, and Identity.”

Michal Kurlaender reported results of two studies on college completion: “College Student Retention, Transfer and Degree Completion” with co-author Catherine Horn of the University of Houston, and “Do Community Colleges Provide a Viable Pathway to a Baccalaureate Degree?” with co-author Bridget Terry Long of Harvard University.

Other presentations included her work on affirmative action and school segregation: “Decision Day at the Supreme Court: Can School Districts Consider Race to Mitigate Segregation?” and “The Impact of Ending Affirmative Action: Evidence and Implications of a Decade of Experience.”

Pam Lindan Pan, a PhD student, presented her research into the use of literature in engaging English learners: “Shared Inquiry and Multicultural Literature.”

Anysia Mayer, a PhD student, presented a paper titled “Interrupting Social Reproduction: The Implementation of an International Baccalaureate Program in an Urban High School.”

Lina Mendez-Benevidez, a PhD student, presented her research into “Community Commitments for Chicano/a Professors in Education.”

Gloria Rodriguez presented “The Persistence of Sociocultural Deficit-Model Thinking in California School Finance Policy.”

Pamela Spycher, graduating this year from the PhD program, presented “Learning Words for School Success: Vocabulary Instruction in Kindergarten Science.”

Thomas Timar and Gloria Rodriguez reported the results of their study “How Does Money Matter? The ‘Improved’ School Finance and Low-Performing Schools,” with co-author Kris Kim of UCLA.

Yuuko Uchikoshi presented her paper “Oral Proficiency and Reading: Cantonese, Spanish, and Tagalog-Speaking ELL Children in the United States and Canada.”

Several other faculty participated in discussions at the conference, including Kerry Enright Villalva, Karen Watson-Gegeo and Tobin White.

Trexler from page 8

Trexler is one of approximately 2,000 U.S. scholars who will travel abroad for the 2007-08 academic year through the Fulbright program.

Established in 1946, the program is administered by the Council for International Exchange of Scholars and is funded by the United States Information Agency and by participating governments and host institutions in the U.S. and abroad. The program is designed to promote mutual understanding and an exchange of knowledge between the U.S. and the rest of the world.



Thomas Timar

Prieto - from page 6

GIVING MATTERS

Annual Fund

During the spring, UC Davis students telephone education alumni to ask for their support. Thanks to our many alumni who have already said, "yes" through their generous pledges and gifts!

Your annual contribution helps support:

- Scholarships for aspiring teachers in credential and MA programs & for doctoral students in pursuing their research and dissertation writing
- Faculty who work closely with policymakers and educators to strengthen teaching and learning
- Programs that directly benefit teachers and students in our schools.

If you have not yet given and would like to make a difference in education, you can mail your gift or pledge by using the enclosed envelope or you can give to the School online: giving.ucdavis.edu

Thank you very much for your generosity and commitment!

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

Native language—whether it's English or Spanish—is honored and celebrated. "I often read bilingual books to the kids. Actually, my native English speakers are as motivated to learn Spanish as the Spanish speakers are to learn English," said Prieto.

Prieto believes that children are capable of much more than most adults expect, but he laments that sometimes the focus on teaching stops at the facts students need to pass standardized tests.

"Kids can do amazing things, if we do a good job of helping them understand concepts and if we model well for them," said Prieto."

As the day winds down and the students



Prieto teaches all his students to reach for their goals.

wave goodbye for the day, it is clear they can't wait to return the next day to Mr. Prieto's classroom, a safe and happy place where everyone is a "superstar."

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 13, 2007 - 4 p.m.
Jackson Hall, Mondavi Center

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

Robert San Souci

February 27, 2008

10:30 a.m. & 7:00 p.m., Mondavi Center
Tickets available in the fall.



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