

# Catalyst

SPRING 2016

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## FROM THE DEAN

HAROLD LEVINE

I can't imagine anything further from an ivory tower approach than the work being done at the RAD Center, which is meeting community demand for research and services for children with reading issues.

I'm not an ivory tower kind of dean—I believe schools of education should tackle the real-world problems that rob learners of their potential. That's our mission at the UC Davis School of Education. We conduct innovative research and produce high-quality educators and administrators in order to improve educational opportunities for all learners because we're very cognizant of the fact that we can, and do, make a difference in many lives.

In that spirit, I can't imagine anything further from an ivory tower approach than the work being done at the RAD Center, which is meeting community demand for research and services for children with reading issues. In our cover story, we feature the groundbreaking, innovative work that Center faculty, graduate students and staff are doing, work that is perfectly in line with our vision to remove barriers to learning. Professors Peter Mundy and Emily J. Solari have a shared, bold vision, and it's thrilling for all of us here at the School to see that vision realized for the benefit of so many.

Although I'm retiring from my role as dean, I know this great work will continue. My thanks to everyone in our collective community for making our big dreams a reality these last 15 years. It's been an extraordinary experience for me to work with all of you.

A handwritten signature in black ink that reads "Harold G. Levine".



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THANKS FROM A TEACHER JOB FAIR PARTICIPANT

I wanted to express my sincere and deep gratitude for the mock interviews and career recruitment fair you made available for the teaching credential students this spring.

As a result of the mock interviews, I was able to enter into my official interviews with ease and confidence. The alumni, as well as district representatives, gave exceptionally detailed critiques and appraisals of my interview performance, notes on my résumé, and supportive encouragement. I had opportunities to network, gauge the expectations, and encounter perspectives I had not necessarily expected.

The recruitment fair also scored me the interview that led me to my school district of choice, and I walked away that day with a job offer! The School of Education offered me the best possible opportunities and layers of support throughout the hiring process.

The interviews and recruitment fair were integral to my credential experience, and I want to commend our wonderful faculty for pulling this all together.

ESTHER HEE HAN (CRED. '16)



Student teachers and alumni met with representatives of more than 30 school districts at the School of Education job fair in April. Read more on page 4.

# Catalyst

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## WHEELHOUSE CENTER OPENS

The UC Davis School of Education, in partnership with the California Community Colleges, has founded Wheelhouse, a center devoted to supporting current and future community college leaders through professional development and research. **Professor Michal Kurlaender** is the Lead Researcher, and **Susanna Cooper** (below) is the Managing Director. Wheelhouse will convene annual institutes of 20 sitting and aspiring community college presidents and chancellors for professional learning and peer support, and will develop research briefs to inform policy development for college leaders, trustees and state policymakers.



Susanna Cooper.

## NEW ASSOCIATE DEANS

**Associate Professor Cynthia Carter Ching** has been appointed Associate Dean for Academic Programs and Instruction and **Professor Peter Mundy** is the new Associate Dean for Academic Personnel and Research at the School of Education.



Lawrence (Torry) Winn and Maisha T. Winn.

## MAISHA T. WINN AND LAWRENCE WINN JOIN SCHOOL OF EDUCATION

This summer we will also welcome **Maisha T. Winn, PhD** and **Lawrence (Torry) Winn, JD** to the School of Education. Maisha T. Winn has been appointed as a Professor, and the UC Davis Chancellor and Provost additionally have extended her the new honorary designation of “Chancellor’s Leadership Professor.” Torry Winn will serve as an Academic Administrator. The Winns, who are married, will jointly develop a center for restorative justice to be located within the School of Education.

**Maisha T. Winn** earned a BA in English with a minor in African-American Studies at UC Davis, an MA in Language, Literacy, and Culture at Stanford University, and a PhD in Language, Literacy and Culture at UC Berkeley. She comes to the School from her position as the Susan J. Cellmer Distinguished Chair in English

Education and Professor in Language and Literacy in the Department of Curriculum and Instruction at the University of Wisconsin, Madison.

“One of the reasons why I wanted to come back to UC Davis is that I think the University has an opportunity to be a leader in transformative justice and education,” she said. “There is a culture and rich history of engaging in difficult conversations about differences among people, and looking at those differences as an asset, not a deficit. It’s a way of being in the world that I’m particularly looking forward to engaging in at UC Davis.” She also is very interested in working to make restorative justice training part of the School of Education’s teacher education program so that teachers arrive in their first classrooms already equipped with techniques and tools.

Maisha T. Winn became reacquainted with the UC Davis community last fall when she spent a day discussing restorative justice as a featured speaker at the School

of Education. “I was thoroughly impressed with the student presence at my talk,” she said. “There were many undergraduate, credential and master’s students who attended, and their presence was very powerful. I loved the fact that the students were so agentive and self-determined in their learning experiences. I also had an incredible opportunity to sit with the School of Education faculty and talk about the ways in which the work I do fits into the larger conversation about education.”

**Torry Winn** is currently a doctoral candidate in Human Ecology at the University of Wisconsin, Madison. His dissertation examines social capital, racial disparities, and how black youth examine the impact of those disparities on their schools and communities. He was recently on staff at Race to Equity, a multi-year initiative exploring the pattern of racial disparities between African-Americans and whites living in Dane County, Wisconsin.

Torry Winn earned his BA in English from the University of California, Berkeley, JD from Vanderbilt University Law School, and MDiv from Princeton Theological Seminary. He has founded and directed several nonprofit agencies, and consulted on civic engagement, equity, and educational/youth programs with national foundations including Casey Family Programs, the Annie E. Casey Foundation, and the W.K. Kellogg Foundation.

In addition to teaching, Torry Winn will collaborate with Maisha T. Winn in the development of the School’s new center for restorative justice. “As co-director, my role will be to help with the planning, visioning and



implementation of the center,” he said. “I’ll engage and mobilize students, educators and community members to get their feedback. There’s a commitment to equity, social justice and collaboration by the faculty and students at UC Davis, and the vision of the University to be transformative in both scholarship and the role it plays with communities. I’m excited by the University’s fierce sense of urgency to be the best.”

## NICOLE SPARAPANI JOINS FACULTY

**Nicole Sparapani, PhD** will join the School of Education faculty this summer as an Assistant Professor in Early Childhood Education. Sparapani, who earned her doctorate in Communication Science and Disorders at Florida State University, is a certified speech-language pathologist. She completed her postdoctoral studies on individualizing student instruction at Arizona State University and the



Nicole Sparapani.

Institute for the Science of Teaching and Learning.

Sparapani has an extensive and varied background working with individuals with autism spectrum disorder (ASD), including children as young as 16 months old, through preschool and elementary school, and into adulthood. “It’s my passion,” she said. “I’ve spent 16 years of my life working with this population. We’ve learned so much about early detection and intervention, but there is still much to learn about serving children with ASD in elementary school settings.”

After watching many of her preschool students struggle to cope with the demands of elementary school, Sparapani decided to earn her PhD to learn how to better serve them. “My doctoral program showed me there’s a huge need,” she said. “Nobody really knows how to serve these students in a general education setting. The field is in its infancy.”

Sparapani expects to work closely with Professors Emily Solari and Peter Mundy (see page 10). “I’m looking forward to a collaboration,” she said. “My experience is an excellent fit with what Peter and Emily are doing. Our strengths are unique and complement each other well. I’ll be focusing on ways to create programs for students with special needs in the context of general education classes and also looking at what active engagement means for students with ASD. As a speech-language pathologist, I have a lot of experience working hand-in-hand with teachers and partnering with schools, and I’m looking forward to building those connections and learning what teachers think is important about this work.”

## REED AND DISTRICTS SOAR TOGETHER

**REEd’s Strategic Observation and Reflection (SOAR®) Teaching Frames**, a set of high-impact practices, are now being implemented across the state. The SOAR® frames are being used with 20 California LEAs, and in partnership with the Los Angeles Unified School District, REEd has launched a SOAR fellowship program for 70 district staff and 50 teacher-principal teams. The Sonoma County Office of Education also is using the frames in a teacher leadership certificate program.

Based on six years of research, SOAR® Teaching Frames help educators articulate high-impact teaching practices tied to the Common Core State Standards, provide language for fostering professional growth of teachers, and measure progress toward the CSTP and other national teaching standards. Through REEd’s partnership with Frontline Technologies and EPF for Teaching, educators have access to video-based professional learning modules so teachers can see practices in action.

Robla Elementary School District is currently implementing SOAR® Teaching Frames across its entire district. “Robla School District’s involvement with REEd has had a significant impact on how we think about teaching and learning,” said Robla School District Superintendent Ruben Reyes. “I am confident that the work we have done thus far is laying some important groundwork for defining our practice even further in the future and more effectively meeting the needs of our students.”



## MARILYN G. REISEN ESTABLISHES AWARD

School of Education alumna **Marilyn G. Reisen (Cred. ’71)** recently established an endowed fund. The Marilyn G. Reisen Early Education Scholarship Award will be given each year to a School of Education teaching credential or master’s degree student with a demonstrated interest in pursuing a career in early childhood education at the K-6 level. In addition, Reisen has established a current use fund so that the scholarship will be available immediately, even before it is completely endowed.

“I recognize from my own experience,” said Reisen, “that there are many people out there who have the will and passion and capability to be teachers but may not have the funds. I wanted to support that range of diversity. It’s a way of creating a legacy—to say, ‘I was here, I loved what I did, and now I’m giving you a helping hand to do what you love to do, too.’”



Student teacher Sara Kalar signed her first teaching contract at the job fair.

## SCHOOL DISTRICTS EAGERLY SIGN ON NEW TEACHERS

On April 9, the School of Education conducted the second annual Teacher Job Fair for current teaching credential and master’s degree students as well as alumni. It was a high-energy event, with representatives from 33 school districts throughout California pitching to job seekers during the morning session—and many conducting interviews on the spot in the afternoon.

A total of 56 students and 17 alumni attended, netting a collective 98 job interviews. At press time, still early in the hiring season, 30 students had already reported receiving job offers.

Visit our website to watch a video about the event.

In February and March, students had the opportunity for in-depth preparation through two full days of practice interviews. School of Education alumni and district representatives conducted mock interviews with students, generously sharing critiques, praise, advice and encouragement.



Dr. Carl A. Cohn, guest faculty at the final session of SELF’s Cohort 8, engages with superintendents.

## SELF SUPPORTS SUPERINTENDENT—AND SCHOOL—TRANSFORMATIONS

The Superintendents’ Executive Leadership Forum (SELF) at the School of Education’s Center for Applied Policy in Education supports school superintendents who want to transcend management of a district and instead become instructional leaders focused on improvement

of teaching and learning. Through the SELF program, participating superintendents develop the framework that will support a common set of values and beliefs and a professional ethic of teaching.

Each year, SELF invites approximately 20 superintendents representing diverse districts for a new cohort. Participants attend a series of in-depth sessions from October to May, learning from each other with the guidance of regular

and guest faculty. Cohort 8, which concluded in May, included regular faculty **Michael Fullan** and **Meredith Honig**, and guest faculty **Larry Cuban**, **Patricia Gandara** and **Carl A. Cohn** (pictured above, and on page 13).

Over 150 school district superintendents—more than a tenth of all superintendents in California—have participated in SELF cohorts since 2007. SELF is funded by the School of Education and the Stuart Foundation.



## IN MEMORIAM: PROF. SHARON DUGDALE

**Professor Sharon Dugdale**, who was a much-loved member of the School of Education faculty from 1990–2008, passed away on April 28 after a three-year struggle with multiple myeloma. A professor of mathematics education and the School’s first Associate Dean, Dugdale was a pioneer in researching and implementing the use of software to enhance the teaching and learning of mathematics. Dugdale’s dedicated mentoring supported and inspired a generation of math educators. Dugdale suggested her friends and colleagues could “plant a tree or a flower or feed a bird or go dancing with someone, or donate to the Myeloma Crowd Research Initiative,” in memory of her. “Sharon loved the world of nature and dancing to the end,” said her husband, Owen LeGare. “Her fondest wish was for everyone of every culture to savor the joys of each day.”

A woman with dark hair, wearing glasses, a red long-sleeved shirt, and a silver necklace, is smiling and pointing her right hand towards a whiteboard. The whiteboard is covered with various papers and documents pinned to it. The background is a blurred office or meeting room setting.

“

I'm passionate about this work...I want the community colleges to be aware of the real-life consequences of these assessments.”

ELIZABETH FLORES, PHD STUDENT

## Placement Tests Impact Futures

Elizabeth Flores is a fourth-year PhD student who researches access and equity in higher education, particularly in community colleges. Anywhere from 30 to 60 percent of community college students are being placed into developmental classes—what used to be called remedial classes—based on their placement test scores. Those tests are high-stakes, often inaccurate, and weak predictors of success, according to Flores, and the impact on students is significant when community colleges place them incorrectly.

“Taking extra, remedial classes adds stopping points along the education pipeline,” said Flores. “It extends the time to degree, and makes it less likely that students will be able to obtain a certificate or degree or transfer to a four-year university. Community colleges need to improve how they inform students who are unaware of the ramifications of placement tests.”

Flores has presented her work at the Association for the Study of Higher Education, and is a recipient of a University of California Institute for Mexico and the United States and El Consejo Nacional de Ciencia y Tecnología fellowship.



“

We have to work against anthropological research methods that do not take a community’s perspective into consideration—or we are complicit in their dehumanization.”

ASSOCIATE PROFESSOR  
DANNY MARTINEZ

on centering the experiences and goals of youth participants while conducting research for his paper “This Ain’t the Projects’: A Researcher’s Reflections on the Local Appropriateness of Our Research Tools,” which appeared in *Anthropology and Education Quarterly*.



“Youth-Focused Community and Citizen Science: Bridging Research and Practice” conference attendees.

### EXPLORING THE EFFICACY OF YOUTH-FOCUSED CITIZEN SCIENCE

The environmental conservation field is seeing an explosion in youth citizen science efforts, in which youth collaborate with professional scientists to collect field data and engage in conservation work. Youth citizen science has the potential to be a big win for all concerned, extending the reach of conservation efforts while educating and

empowering a new generation to make important environmental change in their own communities.

Despite the field’s promise, there’s been very little research done to indicate how well youth citizen science meets its goals of rigorous conservation science and environmental science education. Thanks to an \$800,000 Stephen D. Bechtel, Jr. Foundation award, **Associate Professor Heidi Ballard** is challenging the current models through a multi-year research effort.

With two years of research now behind her,

### ABEDI RECOGNIZED NATIONALLY AND INTERNATIONALLY

**Professor Jamal Abedi**, who has dedicated his research career to improving the educational outcomes of English Language Learners, was honored with the 2016 E.F. Lindquist Award, co-sponsored by the American Educational Research Association and the American College Testing Program. The award recognizes a distinguished scholar’s outstanding research in the field of testing and measurement. Abedi dedicated the award to all English Language Learner students. Abedi’s article titled “Psychometric Issues in the Assessment of English Language Learners” was recently added to the education section of *Oxford Bibliographies*, an international resource for researchers. He also was a featured speaker in May at the Supporting English Learners with Disabilities Symposium, where he presented on how to avoid misclassification of English Language Learners with disabilities.





We're evaluating the efficacy of career and technical education for prison inmates because anything that reduces educational inequity is important to us."



REED EXECUTIVE DIRECTOR SUSAN O'HARA on the center's recent \$500,000 California Department of Corrections and Rehabilitation grant to evaluate career and technical education programs within the California prison system. The goal: reduce recidivism and increase educational equity.

Ballard is beginning to roll out results. She recently published her year one case studies in a special issue of *Biological Conservation*. Ballard and her team evaluated youth-focused citizen science projects at multiple Bay Area sites, looking at the learning processes and outcomes, stewardship opportunities for the youth, and contributions to site and species management.

Ballard found that youth science work was having a positive impact on local regional resource management and habitat improvement. But were participating youth also benefitting? Ballard examined their environmental science agency—did they not only understand science and inquiry practices, but also identify with those practices and develop an awareness that their actions could be beneficial for the ecosystem? The data suggested that they did, as long as they were taking ownership for rigorous data collection, disseminating their findings to external audiences, and investigating complex social-ecological systems.

As part of her research, Ballard and her team also hosted "Youth-Focused Community and Citizen Science: Bridging Research and Practice" in May. The one-day conference at UC Davis brought together educators, program leaders and professional researchers to use Ballard's preliminary research results as a springboard for discussion of high-quality youth-focused citizen science, and as an opportunity to further advance best practices for the field.

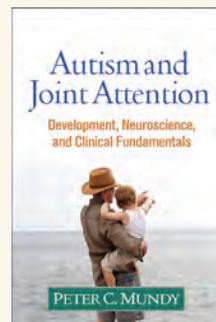
Ultimately, Ballard is looking for ways that science education can be more than textbooks and multiple-choice tests. "We want youth to take up science for themselves," said Ballard, "so they can see it as part of their own lives, and then see the connection to taking action for the environment. If they're collecting water samples from their local stream and learn that the water quality is terrible, can they see ways to take action, like removing invasive species and planting new vegetation that will improve the water? The data suggests that it's achievable—we just need to identify best practices."

## HART RECEIVES NAE/ SPENCER FELLOWSHIP

**Assistant Professor Cassandra Hart** has been selected to be a 2016 National Academy of Education/Spencer Postdoctoral Fellow. This nonresidential postdoctoral fellowship supports early career scholars working in critical areas of education research by funding proposals that make significant scholarly contributions to the field of education. Hart's proposal, titled "An Honors Teacher Like Me: Teacher-Student Demographic Match Effects on Advanced Course Enrollment and Performance," explores whether having access to same-race instructors boosts advanced course-taking rates and achievement for Black students.

## MUNDY ON AUTISM AND JOINT ATTENTION

This spring, **Professor Peter Mundy**, a Professor of Education and Associate Dean for Academic Personnel and Research at the School of Education, published *Autism and Joint Attention: Development, Neuroscience, and Clinical Fundamentals*. A developmental and clinical psychologist,



Mundy has worked on defining the nature of autism and developmental disabilities for more than 30 years. In his new book, he examines the key role of joint attention—the shared focus of two individuals on an object—in children with and without autism, demonstrating that no other symptom area is more strongly linked to early identification and treatment of autism spectrum disorder (ASD). Mundy also covers how joint attention issues explain the learning, language, and social-cognitive features of ASD, and examines cutting-edge diagnostic methods and targeted treatment approaches for ASD.

## MARTIN COLLABORATES AT THE EXPLORATORIUM

**Associate Professor Lee Martin** spent his recent sabbatical collaborating with staff in the Exploratorium's Tinkering Studio as a visiting scholar. His work focused on investigations of ways to facilitate hands-on tinkering activities.



© Exploratorium



Mac Pham, in red gloves, competes at the 2013 Dodge Ackerman Memorial Bouts, where he won a unanimous decision.

## FEATURE

# A Fighter and a Teacher

## CREDENTIAL STUDENT MIGHT NEVER HAVE BECOME A TEACHER IF HE HADN'T BECOME A BOXER FIRST

As a freshman at UC Davis, Mac Pham (BA '14, Cred. '16) decided to join the campus boxing club on a whim after a friend told him it would be a great way to get into shape. He didn't expect it would also be his first step toward becoming a teacher.

Although there are more than 100 members per quarter in the UC Davis Boxing Club, Pham's coaches noticed his talent quickly and encouraged him to begin competing. "I ended up really enjoying the challenge of it," he said. "I was an English major, and I liked that I was honing a craft with my boxing, just like I was with my writing in class."

Pham's collegiate boxing career took off. He fought competitively for the first time as a sophomore, became a club

officer, and ended the academic year as the club captain. As his role in the club expanded, so did his coaching and leadership responsibilities. "I appreciated my coaches being my mentors, and how well they instructed me," Pham said. "When I became the team captain, I got to lead a lot of practice drills and exercises and work with new people one-on-one. I liked the personal and social aspects of it. It got me interested in how effective I'd be as an educator."

“

I hope some day, one of my students will say, ‘I remember that teacher—he’s the one who sparked my interest in learning.’”

MAC PHAM (BA '14, CRED. '16)

Pham explored the idea of teaching through a tutoring position at the UC Davis Partners in Learning Center, but it was an education class on working with students with disabilities that sealed the deal. Pham dove into a minor in education.

“I took two or three education classes per quarter, and I loved them so much,” he said. “I wasn’t a great student as an undergrad in general—I had some Bs and Cs. But I never got a grade below an A- in my education classes because I really enjoyed them. Learning things like scaffolding, group management and peer-to-peer exercises was so applicable to my role as a captain in boxing. It made me a better coach and helped me understand group dynamics a lot better. As an English major I loved the language and improving my skills, but I really appreciated how applicable my minor in education was to daily life.”

Meanwhile, Pham’s boxing career was picking up steam. He won the United States Intercollegiate Boxing Association national championship in 2013. He then switched to the National Collegiate Boxing Association, won the NCBA Western Regional championship, and placed third nationally with All-American Honors before graduating in December 2014.

Pham applied to the UC Davis School of Education teacher credential program, and spent the next few months in internships and as a substitute teacher in East San Jose. “I thought my boxing career was over,” he said, “but when I got accepted into the UC

Davis teaching program, well, obviously I had no choice but to go back to boxing again!” Against all well-meaning advice about the difficulty of completing a rigorous education program while training six to seven hours per day as a boxer, Pham took on both challenges. He completed his teaching credential on schedule in June 2016—and finished second in the nation at the NCBA championships. By the time he attended his commencement ceremonies this June, he’d been hired to teach ninth- and eleventh-grade English classes at Leland High School in San Jose.

Pham was a student teacher at Grant Union High School in Sacramento while earning his credential. “It’s amazing,” he said. “I learned so much in my program that is paying dividends now. My cohort was very collaborative, and we were constantly sharing ideas and lesson plans. We’d try them out in our classes and then report back on what worked and what didn’t. I was able to adapt different strategies in my classroom, and it really opened up my style of teaching.”

Pham remembers the teachers who looked beyond his less-than-stellar school performances and piqued his interest in learning. “They made me realize that I could improve as a student and as a person,” he said. “That’s what drove me to success. I hope I can get that same idea of hard work and dedication across to my students. I hope some day, one of my students will say, ‘I remember that teacher—he’s the one who sparked my interest in learning.’” ■



Mac Pham in his Grant Union High School classroom in May 2016, winning the USIBA national championship in 2014, and competing at the USIBA championship bout.

# Paying Attention

## A UNIQUE READING INTERVENTION OPENS THE DOOR TO BETTER READING FOR CHILDREN WITH AUTISM—AND CHILDREN WITHOUT

Early intervention programs have been extremely effective at identifying and treating children with autism in their first years. So why aren't those successes translating into better long-term educational outcomes, especially in reading?

That's what Professor Peter Mundy was asking himself in 2012. A developmental and clinical psychologist, an expert in the education and development of children with autism, and Director of Educational Research at the UC Davis MIND Institute, Mundy has devoted his 32-year career to defining the major dimensions of autism. He knew that early intervention efforts were going so well that nearly two-thirds of children with autism had sufficient language skills to enter general education classes.

But the news wasn't all good. "These children were much more communicative than we'd ever thought possible," said

Mundy, "and they were seen as having optimal outcomes. But over time, we began realizing that they still had significant issues."

Mundy submitted an Institute for Education Sciences (IES) research proposal to explore his hypothesis that the impaired social attention of children with autism was keeping them from succeeding academically in school. "Children with autism have an idiosyncratic pattern of attention," he said. "It can be hard for them to learn in a classroom because they don't bring their attention to a common point of reference with their teachers. Essentially, they have trouble learning from

other people." Mundy wanted to develop a classroom-based intervention tailored to their needs, using a virtual-reality tool as the vehicle for the intervention.

The project was funded for \$1.5 million over four years, allowing Mundy and his team to conduct a longitudinal study of 160 students ages 8-18. Half had been diagnosed with autism; the other half, a control group, was split equally between children with ADHD and children with typical development. The team collected data three times, 15 months apart, about their language, attention, and other factors related to cognition and academic achievement.



Professor Peter Mundy and Associate Professor Emily J. Solari.

### Social Communication Holds the Key

Mundy's team expected that using virtual-reality tools to see how children attended to other people in simulations would reveal the source of their learning problems. Instead, the research data led them to look at social communication.

"The most important thing we learned is that high-functioning children with autism start to fall behind in their reading comprehension development," said Mundy, "and the effect worsens every year. This was by far the strongest finding of the study, and it matters because if they're falling behind in reading comprehension, that means they're losing out on a lot of their educational experience." In fact,

reading comprehension issues significantly affected writing and math skills as well.

How could social communication problems affect reading, which appears to be a solitary pursuit? “Reading is actually a socially communicative activity,” said Mundy. “When we read, we have to focus on what the person who wrote the book is trying to tell us. Children with autism may not understand that at all, because they have difficulty adopting a common focus with other people.”

With that crucial information in hand, the next step was to design and test a combined reading and social intervention.

### Partnering with a Reading Expert

Mundy’s team turned to Associate Professor Emily J. Solari, who had recently been recruited from the University of Texas Health Science Center in Houston.

Solari was one of a handful of researchers nationally who were exploring how children’s reading difficulties might be related to problems with comprehending both oral and written language. “When I was recruited, I was working on early reading development from ages 4-10,” said Solari, “and how language factors—whether that means language delays, or being an English Language Learner—affect reading outcomes.”

Supported by two IES grants, Solari also was developing a new type of reading curriculum for struggling readers. She and her team had written and piloted a comprehensive vocabulary and writing curriculum specifically to be used in the classroom by K-3 teachers to supplement their existing instruction.

The work was vitally important and long overdue. “Research shows that about 20 percent of all students struggle with reading,” Solari said. “Schools don’t have enough resources to address that, and it’s a real shame, because we have evidence-based methods of improving reading skills, methods that have gone through

CONTINUED ON PAGE 12



Emily and Ryan Phillips with son Matthew, who participated in groundbreaking research studies.

## Answers Found Here

### RAD Center Opens to Meet Community Need for Reading Intervention Services

“When you’re a parent of a child with special needs, all you want are resources to help you, and someone to answer your questions,” said Emily Phillips.

Emily’s son Matthew was diagnosed with autism in second grade, and she and her husband Ryan were having trouble getting him the support he needed to do well in school, particularly in reading. Their concern for Matthew led the couple to enroll him in Professor Peter Mundy’s longitudinal study of children with autism.

“The study was a really good fit for our need for more information,” she said. “Matthew had always struggled in school, so we had some urgency to figure out what was going on so he could do better.”

The Phillips family was just one of many who were eager for answers about why their high-functioning children with autism were falling behind in school, and as a result of their participation, the research team of Professor Peter Mundy and Associate Professor Emily J. Solari was able to break new ground into why children with autism struggle in school.

Months later, when they heard that volunteers were needed for a pilot study to test and refine a reading intervention based on Solari’s curriculum, the Phillips signed up Matthew immediately. The structure of this reading intervention was carefully designed to support social learning as well as reading instruction. Matthew, like all participants, was assigned a well-matched learning buddy with whom he would attend his sessions for the eight weeks of the study.

At their first session, children developed their own rules for participation, such as “take turns talking,” and they read the rules aloud before every subsequent session. Every session was led by one trained undergraduate student teacher, who focused on the reading curriculum, and also included a behaviorist who focused on the children’s social skills. The behaviorist quietly noted good behavior by adding a sticker to a

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“

High-functioning children with autism start to fall behind in their reading comprehension development, and the effect worsens every year.”

PROFESSOR PETER MUNDY

CONTINUED FROM PAGE 11

randomized trials. I wanted to develop a method to implement research-based reading instruction methods that could be used by teachers in their classrooms.”

### Translating Research Results into Classroom Solutions

Solari had worked with children with autism in the past, so when she learned about Mundy’s ongoing study, she realized her curriculum could work very well for reading comprehension issues in this population. And she was well aware of the need for such an intervention.

“There are very few academic interventions for individuals with autism,” said Solari. “Most of those developed to date have been behavioral interventions only, and parents and teachers really want to know what to do academically for these students. This was a chance to fill in the very large knowledge gap about school-age children with autism.”

The scope of Solari’s curriculum, including the sequencing of reading concepts and the level of vocabulary, was a good match. However, the curriculum needed adjustments to support the development of social skills, in keeping with the results of Mundy’s research.

Solari and her team reframed it as a two-teacher and two-student model that seamlessly included a social skills component (see “Answers Found Here” starting on page 11). “Emily’s expertise fit in so perfectly with the needs of children with autism that she’s helped us move the

research forward very rapidly,” said Mundy.

The revised curriculum was tested in a series of short pilot studies. The results were promising. “We’re seeing that they’re responding to this curriculum,” said Solari. “Even though the pilot programs were only eight weeks long, we saw gains in expressive vocabulary.”

A successful intervention could be a game-changer for thousands of students with autism who struggle to learn in an educational system that doesn’t know how to make a connection with them. For an example, said Solari, the majority of students with autism stay in high school for eight years, as allowed by federal law, before they’re able to complete their studies.

“I don’t think the general public understands that 68 percent of children with autism have normal IQ scores,” said Solari. “It’s just that their reading comprehension problems are acting as a bottleneck that prevents them from accessing the rest of their subjects in school so they can succeed.”

That success has the potential to go far beyond classroom achievement. “Because we’re designing these reading interventions to have an impact on social interaction and social learning,” said Solari, “we hope that the intervention will one day help them succeed beyond high school so they can engage with coworkers, for example. Social learning is related to lifelong success as a full member of society, and these children deserve that just like everyone else.” ■

CONTINUED FROM PAGE 11

chart—with enough stickers, children could earn small prizes—and helped the children stay on task with prompts such as “I like how Julie is ready to listen.”

“One of the most important elements of the curriculum is that it’s always positive reinforcement, never negative,” said Solari, who is the Director of the Center. “It’s also very structured, because children with autism really, really like structure. If they know what to expect, know they’ll get stickers, know the routine, it helps them stay engaged.”

The results have been gratifying. Before he participated in the pilot study, Matthew avoided reading as much as possible. “If he had to answer a question based on reading material, he would scan through the book looking for the answer so he wouldn’t have to read it,” said his father Ryan Phillips. “He was managing to get along that way, but just barely. We signed him up for the study and he loved it, and we’ve seen a dramatic increase in his grades and his effort levels ever since.”

The pilot study was funded by a \$30,000 gift from the Brett Cornett Fund, which was established by Sarah Cornett-Hagan to honor the memory of her son Brett, whom she believes had autism. Thanks to that gift and the participation of students like Matthew, the Solari-Mundy team have founded the Reading and Academic Development (RAD) Center.

The RAD Center now provides educational and clinical services such as assessments and tailored reading interventions on a sliding scale fee basis to school-aged children with developmental disabilities, including autism. The UC Davis Committee on Research recently provided \$25,000 in seed money to attract further funding and support research. ■



From left, honorees Melanie Pope, Mariama Smith Gray, Maria Jose May, Carl A. Cohn, Caroline Turner and Steven Athanases.

## FEATURE

# Honoring Educators

## CELEBRATING THE BEST AND BRIGHTEST IN THE FIELD

The School of Education gathered six heroic educators this May and thanked them for their service. Each is a powerful force for impact and change.

**Outstanding Teaching Credential Student Maria Jose May** came to the United States as an English Language Learner. She is passionate about diversity and equity in education. A student teacher at Cosumnes Oaks High School in Elk Grove, she will teach seventh-grade life science at Lodi Middle School in the fall.

**Outstanding Doctoral Student Mariama Smith Gray** holds BA degrees in Latin American Studies and Spanish Literature and Society, and MAs in Educational Leadership and Education.

She has been a teacher, department chair, ELL facilitator, mentor teacher and vice principal. Her dissertation examines the disproportionate discipline of Latino boys in a California high school.

**Outstanding Faculty Steven Athanases** researches cultural and linguistic diversity and educational equity in teaching, adolescent learning and teacher education, with a focus on literacy and English language arts. He has built a large body of influential scholarship and been recognized for his teaching, writing and research.

**Rising Star Alumna Melanie Pope** (Cred. '11, MA '12) is a seventh-grade science teacher at Willis Jepson Middle School in Vacaville. She works tirelessly to make science accessible to all of her students and is a role model for educational accessibility and inclusivity.

**Distinguished Alumna Caroline Turner** (BS '67, MA '70) grew up in farm labor camps and today is a Professor and Graduate Coordinator for the Doctorate in Educational Leadership Program at CSU Sacramento after holding two other full professorships. Her focus is access, equity, leadership, and qualitative approaches to policy research in higher education.

**Outstanding Education Advocate Carl A. Cohn** has been a teacher, counselor, professor, superintendent, State Board of Education member and Federal Court monitor. In his current role as Executive Director of the California Collaborative for Educational Excellence, he collaborates with the State Superintendent of Public Instruction and California's 58 county superintendents. ■

# Sphere of Influence

SCHOOL OF EDUCATION FACULTY  
ARE TEACHING TEACHERS AROUND THE GLOBE

Through the Global Education Programs, faculty members and students from the School of Education are experiencing first-hand a universal truth: teachers around the world want what's best for their students, and they want the best knowledge and resources to provide that.

The Global Education Programs offer short-term workshops and trainings to groups of international educators and students, either onsite at UC Davis or in the educators' home countries. The program serves as a conduit, allowing School of Education faculty and graduate students to connect with educators around the world who want to tap into the School's cutting-edge knowledge, research and training.

Depending on the needs of the participants, programs can include teacher

training, administrator professional development, international education leadership, orientation to U.S. higher education, undergraduate and graduate student programs, and short-term non-degree undergraduate and graduate student programs. The program has provided workshops for participants from nations including Japan, Indonesia, South Korea, Taiwan, and especially China.

One such group visited UC Davis this January, when eight graduate and

undergraduate students arrived from the National Taipei University of Education in Taiwan. Their nine-day autism intervention and special education program included sessions on reading development and instructional practices for high-functioning students with autism, as well as visits to the University's renowned MIND Institute and local Davis schools.

In recent years over 50 international students, teachers and administrators have come to the UC Davis campus for Global



Participants of a teacher training program held in Beijing work on a group project.



School of Education faculty members Rebecca Rosa and Michelle Fortes, center, with their participants in Beijing; students from National Taipei University of Education in Taiwan exploring the UC Davis campus during their program.

Education Programs. But more and more, the School of Education is reaching out to the world. Eight faculty members and PhD students with substantial teaching experience have gone abroad in pairs to conduct teacher trainings since 2014.

School of Education Lecturers and Supervisors Rebecca Rosa and Michelle Fortes have made two training trips to Beijing in the last year. Their training programs focused on creating and maintaining the classroom learning environment and on assessing student learning in the classroom.

“The teachers we worked with want to do the best they possibly can for the benefit of their students,” said Rosa. “They have the same issues, same struggles as teachers in the U.S., such as effectively communicating with parents, or navigating classroom annoyances like excessive talking or lack of focus, and they want to know our strategies for managing those issues. But they also have the same joys we do, such as seeing a student learn a new concept, or their relationships with students. I loved every minute of it the first time, and when they asked us to go again, we said ‘Absolutely.’ We learn so much from them as well.”

During her first Beijing trip, Rosa learned from the participants that schooling there is very traditional, with students sitting in rows and taking turns talking. “So we have to think about what it means to create a classroom community and

establish collaborative norms,” she said. “How do you facilitate cooperative group strategies, create relationships, and develop rapport with your students?”

Peter Hendricks, Associate Director of International Initiatives, directs the Global Education Programs. “Many of the practices we share are new and innovative to our partners,” Hendricks said. “It’s the reason why they want us—to be exposed to fresh approaches to teaching methodology that they’re not familiar with.”

Hendricks, too, continues to learn from participants. “One thing I’ve found really interesting,” he said, “is we are able to partner with the government of China to enable U.S. educators to provide teacher training to public school teachers there, which is promising when you consider that China’s government can be critical of, and censor, foreign information and ideologies.”

Dean Harold Levine accompanied faculty during recent training programs in Beijing. “The Global Education Programs are beneficial for faculty,” he said. “Teaching in new venues with new audiences allows them to expand their repertoire and spread the School’s research, knowledge and training techniques around the world. And our PhD students gain invaluable experience.”

These early-career experiences bolster PhD students’ career trajectories as well. “They’re going to have something in their background that will make them stand

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The reciprocity and the global exchange of ideas only enriches us and helps us become better teachers for our students here.”

REBECCA ROSA, LECTURER & SUPERVISOR

out when it’s time for their post-doctoral applications,” Hendricks said.

The positive feedback received by the faculty who have worked with Global Education Programs participants both at UC Davis and abroad has been echoed by the faculty themselves about the participants. “I was incredibly impressed with the Chinese educators we met,” said Rosa. “They were open and kind, intelligent and incredibly gracious. They were very gifted teachers. We had them engage in exercises to see how practices would look in their classrooms and how they would use them. They were able to run with anything we gave them, and make it better.”

As the Global Education Programs continue to expand, Rosa sees increasing benefits for everyone who participates. “The reciprocity and the global exchange of ideas only enriches us,” she said, “and helps us become better teachers for our students here.” ■



George Sellu takes a visitor on a tour of Santa Rosa Junior College's Shone Farm above, and the farm's winery, opposite.

**FEATURE**

# Growing Lifelong Learners

**CALIFORNIA'S ONLY AFRICAN-AMERICAN AG ED TEACHER SAYS  
THE FIELD PRODUCES ENGAGED STUDENTS AND BIG RESULTS**

“You’ll never meet anyone who’s not concerned about food in one way or another,” said George Sellu (MA ’05, PhD ’14). “It’s a topic students always connect with, no matter what field they’re studying. In Ag Ed, we can integrate concepts from business, health, math, economics, the environment—it makes the learning easier.”

Sellu is a tenure-track faculty member in Agriculture and Natural Resources at Santa Rosa Junior College. From where he stands, Ag Ed is a natural medium for getting students excited about topics that they might otherwise find intimidating or dull. A case in point: his soil science class, which includes learning activities at the college’s Shone Farm, a 365-acre outdoor laboratory that includes forest, pasture, vineyards, a variety of field crops, olives and apples. Students who shy away from science classes can’t help but get engaged by the hands-on approach.

“We go out to the farm and collect soil samples from the

vineyard, pasture and garden area,” said Sellu. “Then we analyze them to determine soil properties and ask students to describe the agronomic practices the soil requires based on the results of the analysis. That type of learning is not going to happen for students who are just sitting through a traditional classroom lecture. Shone Farm offers us the opportunity to apply classroom content in real-world field situations.”

At Santa Rosa Junior College, Sellu is doing all he can to expand agriculture opportunities for students. He revamped the college’s degree and certificate AgriBusiness program and has

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Forty or fifty years ago, women were excluded from Ag Ed. That's changed, and now we need more people of color.

ASSISTANT PROFESSOR GEORGE SELLU, PHD (MA '05, PHD '14)

applied for it to be a Transfer Model Curriculum for the CSU system. Students who complete an associate's degree at the college can then transfer as juniors to any CSU that confers an AgriBusiness degree.

### Connecting the Classroom with AgriBusiness

The program includes the kind of flexibility needed by working students, especially those already employed in agriculture. “We offer a hybrid class format,” said Sellu. “It begins with instruction, videos, online discussion forums and virtual office hours, and then alternates between field trips and class sessions for the remaining weeks.”

The hallmark of Sellu's approach is real-world experiences, and that extends into his AgriBusiness classes. “We visit different agricultural businesses,” he said, “such as a CSA run by people who started as workers and ended up buying the business.” Sellu's students also meet with struggling business owners to learn about the challenges of running an ag-based business.

After developing business plans in class, some of Sellu's students have launched their own businesses, including one who is a wine broker and another who co-founded Sonoma Hot Sauce. Many continue to come back for advice—and as guest speakers in ag classes—after graduating. “It's very powerful for the students to see former students' real-world successes,” Sellu said.

Sellu has embraced the School of Education's emphasis on continued learning. “I want to get more people to

approach learning that way,” he said. “It should be an ongoing, lifelong process. That's something I truly believe in.”

That perspective serves him well in an ever-changing field. “Agriculture is evolving,” said Sellu. “We farm differently today than 20 years ago, or even five years ago, and the application of scientific principles in agriculture is changing so rapidly that your learning cannot be static. I liken it to a computer software application which is updated frequently—you must keep up with changes in technological and engineering processes in order to stay competitive. There's never a dull moment.”

### Diversifying the Discipline

Agricultural education is a collaborative discipline, and Sellu's position as the only African-American Ag Ed teacher in California left him isolated at first. “I'd be at a conference with 500 peers and no one would talk to me,” he said. “I heard some really insensitive comments, but the School of Education faculty stood up for me and helped me navigate the system. If it wasn't for that, I might have quit.”

Sellu is working to bring more people of color into the field. “Forty or fifty years ago, women were excluded from Ag Ed,” he said. “That's changed, and now we need more people of color. I want my students to know that it's okay to be involved in ag if you're African-American, Native American or Latino/a. It's okay to be a child of a farmworker and grow up to be a farm owner. They need to know that this is something we can achieve.”

## GEORGE SELLU

George Sellu grew up in both Sierra Leone and California. His path to agriculture started at the University of Sierra Leone, where students generally choose between mining or agriculture. Sellu split the difference—he earned his degree in Agriculture and Environmental Science with an emphasis in Soil Science, researching reclamation of mining soils for farming.

Sellu earned his MA in Agriculture and PhD in Agricultural Education and AgriBusiness Management at the School of Education while teaching at a high school and at Woodland Community College.

In 2013, Sellu became an Assistant Professor at Santa Rosa Junior College as a member of the Agriculture and Natural Resources faculty. He teaches agricultural economics, agribusiness and soil science, and is the Program Coordinator for SRJC's new AgriBusiness program. Sellu serves as one of the college's two Student Learning Outcomes Coordinators, playing a key role in making certain that every course or program meets the objectives and standards for accreditation. He continues to conduct research in collaboration with colleagues he met at UC Davis while earning his doctorate, and presented three papers at this year's AERA conference.

Sellu mentors African-American students at SRJC, and volunteers for several projects funded by the World Bank and USAID to help farmers in Liberia and his native Sierra Leone alleviate food insecurity. He has pledged a matching gift to the School of Education's Ag Ed teacher credential fund.





## Danielle Hagood

PHD STUDENT

A third-year PhD student with an emphasis in learning and mind science, Danielle Hagood wants to develop real-time, automated data collection tools for use in K-12 classrooms. Her focus is on non-cognitive factors such as student engagement and motivation.

“The big picture in my work is improving learning,” said Hagood.

“Learning analytics tools can reveal patterns and trends humans wouldn’t be aware of otherwise. For example, if you put a sensor on a teacher and show her a heat map of where she walked and stood all day, she may realize that kids sitting in one area of the classroom have been getting 25 percent less of her attention. New data in a useful form can lead to different insights.”

Learning analytics tools can be used for an almost unlimited range of projects from the level of the individual student all the way to districtwide or statewide programs that will affect thousands of classrooms. “These tools offer us a chance to check our own human approaches to situations,” said Hagood. “We can evaluate the seen and the unseen data and make a change in learner outcomes.”

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## Huy Q. Chung

POSTDOCTORAL SCHOLAR

Huy Q. Chung, PhD earned his teaching credential and master’s degree at UCLA and taught middle school humanities classes for three years in downtown Los Angeles. “I went back to grad school because many of my colleagues didn’t enjoy professional development,” said Chung. “I thought there must be a way to make it better and more educative for teachers so ultimately we can have better outcomes for students.”

After earning his PhD in Learning, Cognition, and Development & Language, Literacy, and Technology at UC Irvine, Chung obtained a postdoctoral position at the School of Education. He works with Dr. Jamal Abedi on research projects in support of English Learners, including one that seeks to identify the most effective math testing accommodations. “I’m improving my skills in quantitative analysis and project management,” said Chung, “and also branching out to learn more about English Learners and professional development for their teachers. We need teachers who care and who can make a difference, and that’s my contribution to the work we’re all trying to accomplish here.”



## FROM THE ALUMNI COUNCIL CHAIR

SANDI REDENBACH  
(BA '72, CRED. '73)



This is a letter about beginnings and endings—and of course, it's about teachers.

My term as Alumni Council Chair is drawing to

a close, so this will be my last letter in this role. But I'm thrilled to report that my granddaughter Morgan is graduating this month from the School of Education's teacher credential program. Her career as a teacher is just beginning.

I've advised Morgan, and other educators whom I've mentored, to be tough and firm as a teacher, but also to be loving and kind. I tell them that every human being in their classrooms is a very special person to their families, so remember always, always to treat them the way you would want to be treated. If you start from there, you can't go wrong.

I have so much appreciation for the other members of the Alumni Council, who have been wonderful partners in our work over the years. Ultimately, I'm very proud that as a School, we've graduated so many exemplary people who go on to do many wonderful things.

I look forward to seeing you all soon in our other joint endeavors!



Aman Dhanda and Nancy Veatch at a White House teacher event in May 2016.

# Teacher Ambassadors

Two alumni speak for teachers in Washington, D.C.

Since the U.S. Department of Education's Teaching Ambassador Fellowship program was founded in 2008, fewer than 100 teachers have been selected—and two of them are School of Education alumni. **Aman Dhanda** (Cred. '05, MA '06), a sixth-grade teacher from Woodland, is a Washington Fellow, living and working full-time for one year in Washington, D.C. while on leave from her school. **Nancy Veatch** (MA '91), a fifth- and sixth-grade teacher from Cottonwood, California, is a Classroom Fellow, serving as a fellow in addition to her classroom time. Both women now act as direct conduits from the nation's teachers to federal education policymakers.

"I'm working in the office of the Secretary of Education with a senior adviser," said Dhanda. "I never thought I'd do something like this. I was working at a great school and was happy there, but I decided to pursue this because it's so important to have teacher voices represented at the federal level." Dhanda assists with multiple projects, including

CONTINUED ON PAGE 20



## JAN BAUTISTA (BS '08, CRED. '10)



Alumna Jan Bautista, an ELD science teacher at Everett Middle School in San Francisco, will be a **science communication fellow with Dr. Robert Ballard on the Exploration Vessel Nautilus** this summer. She is one of only 17 science educators chosen from a global pool of

applicants. Bautista will spend three weeks in July exploring underwater geologic formations and capturing never-before-seen footage of the ocean depths in Southern California. "I feel so privileged to be a member of the Corps of Exploration," said Bautista, "and to have the opportunity to collaborate with so many amazing scientists, educators and fellow explorers, not to mention getting to work with Dr. Ballard himself."

## SHERRIE REED (PHD '15)



Sherrie Reed has joined the School of Education as **Project & Research Director for the Partnership for Research on College & Career Readiness**. Reed was the Director of Research for New Tech Network while completing her PhD with an emphasis

in School Organization and Education Policy. She has worked in K-12 education as a teacher, administrator and charter school developer for more than 20 years. "I feel blessed to work with the outstanding School of Education faculty who guided my doctoral studies and then invited me to join them in this unprecedented research partnership," Reed said.

“

It's a challenge, but it's great because I have my feet on the ground in the classroom and also a voice at the table in Washington.” —Classroom Fellow Nancy Veatch (MA '91)

CONTINUED FROM PAGE 19

the Teach to Lead Initiative. "We're empowering teachers to come up with solutions for the problems in our school districts, classrooms and states," she said. "They're the experts in the field and should lead in developing and implementing the changes needed to benefit student learning."

Through this and other initiatives, the fellows meet with teachers at summits and roundtables around the country, hearing about local challenges and successes. In the first nine months of this year's program, they reached nearly 7,000 teachers through more than 130 events in 24 states.

The input goes straight to Washington. "We meet quarterly with the Secretary of Education and talk about what we're hearing," said Dhanda. "One of his priorities is equity. There is currently a disproportionate rate at which students of color and those from low-income backgrounds are taught by inexperienced, unqualified or out-of-field teachers."

As a Classroom Fellow, Veatch juggles her full-time teaching duties and part-time fellowship, which involves reviewing policy, providing feedback, and periodic travel. "It's a challenge," she said, "but it's great because I have my feet on the ground in the classroom and also a voice at the table in Washington. It's amazing to be teaching Monday morning in Cottonwood and then the next day be talking about policy with Secretary John King in Washington."

Before her fellowship, Veatch had only a cursory familiarity with federal policy. "Now I get the word out that the Department of Education really does care about teacher voices and how policies can better support their students," she said. "And it's so exciting for Aman and me to take the education we received at UC Davis and continue to not only learn, but to help impact education in such a powerful way. It's a direct result of the level of instruction we received, which taught us to question, to ask, to think and to make a difference."

One of a kind. Just like you.

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## LAST WORD

ED MANANSALA (EDD '11)

# We Are the Change

I was appointed El Dorado County Superintendent of Schools in January, right as there were dramatic changes happening with the local control funding formula, local control accountability plans, new state standards, and the new smarter balance assessment consortium. With that much change, we have a unique opportunity as regional leaders to look at how to create the best conditions for students anywhere from pre-K to higher education.

The work I'm doing now always goes back to my EdD I chose the CANDEL EdD program while I was a high school principal because I wanted an opportunity to reflect deeply about how to create an effective educational system. The faculty really pushed us to "think about your thinking," and I'm still constantly thinking about our practices, why we do what we do, and the implications for not only one child, but for a school, a community, and all of California.

I was in Cohort 1 of the program, and today members of that cohort are leaders in the California Community Colleges, the California Department of Education, the State Board of Education, the K-12 system—pick any point on the continuum, and we're involved at multiple levels far beyond a local district. We're at the epicenter of change in Sacramento.

We wanted to develop a cross-section of leaders who could make system change...and it's happening now.



## UPCOMING



**SEPTEMBER 20, 2016**

### **Fall Welcome** **Putah Creek Lodge**

All School of Education alumni, supporters and faculty are encouraged to join us as we welcome our incoming and current students back to campus.



**OCTOBER 11, 2016**

### **Dean's Leadership Circle** **Luncheon**

#### **Walter A. Buehler Alumni Center**

This special event brings together our generous donors and the students and faculty they have supported.



**FEBRUARY 28, 2017**

### **Words Take Wing** **Mondavi Center for the Arts**

Our 2017 Words Take Wing author will be award-winning Arab-American poet, novelist and songwriter Naomi Shihab Nye, who will present in multiple events on this date.