Commemorating Ten Years of Dedication to the Power of Knowledge and the Promise of Education to Transform Lives

I remember quite clearly the Regents’ meeting ten years ago when the School of Education was formally approved. Like today, the challenges facing public education—particularly the discrepancies in student achievement related to race, ethnicity and class—were disturbing. Then, as now, the vision of the School is to confront and eliminate these inequities through the power of knowledge and the promise of education. It is the “promise” that all of us here work for.

We have a lot to show for those ten years of research, leadership preparation, and abiding engagement with educators in our schools and community colleges, and with policymakers in both California and Washington, D.C. All of us in the School of Education can look back and be proud of all that we’ve accomplished, very proud. And I know that as you read the pages that follow, you’ll see why.

Ten is a good age. Not so young not to make significant impacts in public education and the communities in which students live and learn. But not too old to have, what my colleague Paul Heckman calls, “hardening of the categories.” We remain carefully attentive to opportunities to help change the equation in schools and communities that have been historically underserved, and attentive to opportunities to grow and expand our impact. We relish what is research-based, engagement-oriented, and innovative.

We cannot really know what we’ll be called upon to do in the years ahead, but we can be sure we will be called upon. One of our core strengths lies in listening to the needs of those whose commitments to students and learning parallel our own and who come to us to find ways to work in concert. We may end up working with them directly, or through a network of partnerships we have created and will continue to grow. During our first decade we have learned the benefits of collaboration well.

Of course, we must—and will—have our own initiatives. I believe we should continue to make it a practice to ask, “What are schools of education for?” Of course, part of the answer has to include producing high quality teachers, researchers and administrators to address tomorrow’s challenges in learning, teaching, and the organization of schooling. But if we stay smart and ambitious—which I believe is in our organizational DNA—we will redefine what a school of education is for. We will continue to do policy work that shapes policy and the people who make it—and must live with it; we will continue to step into the public arena by creating programs for which we must be held accountable; and our thinking will be big enough to encompass fundamentally new ways to organize teaching and learning in our schools and communities.

– Dean Harold Levine
Working to strengthen schools has a long history at UC Davis, dating back to the first teacher-training program held on the University Farm in 1918. With the official founding of the School of Education in 2002, the University reinforced its land-grant* mission, declaring its intention to be a major force in the education of children throughout the region and beyond.

Taking inspiration from UC Davis’s roots as a pioneering agriculture powerhouse, the School of Education has embraced the campus spirit of innovation and leadership, eager to stake our claim as an engine for change in education for our state, nation and the world. 

“At the height of the Civil War, Abraham Lincoln signed the Morrill Act of 1862, granting tens of thousands of acres to the states — land to be sold, with the proceeds used to build public universities. The act established over 70 “land-grant” universities including eventually the University of California. Today, UC Davis is among the existing land-grant institutions who enroll more than 4.6 million students and employ nearly 650,000 faculty.”

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**2002 ~ SCHOOL OF EDUCATION FOUNDED**

Building on the strength of the University’s land-grant mission and taking inspiration from our roots as a pioneering “agriculture school,” the School of Education leads UC Davis into its second century eager to stake our claim as an engine for change in education.

**MILESTONES & ACHIEVEMENTS**

- University of California Board of Regents approves transformation from division to school: July 18
- School launches joint Credential/MA Program

“By our traditions and charter, we are committed to addressing society’s needs; the School of Education will work directly on the challenges of K-12 education today and shape the vision of education tomorrow.”

– Larry Vanderhoef, Chancellor Emeritus
School’s Original Planning Committee
Members Share Thoughts on the School

Ten Years Later

In 2001, then-Chancellor Larry Vanderhoef called together a group of campus leaders to draw up the details for a new School of Education. Here we share the thoughts of some members of that committee.

Merna Villarejo, Professor Emeritus in Microbiology, and Chair of the Planning Committee

“One defect in the California’s Master Plan for Higher Education, as I see it, is that responsibility for K-12 education was focused on the California State University system. That allowed UC campuses to consider education a weak sister, or ignore it altogether, if they chose. While some on our faculty bemoaned the poor quality of K-12 education, reflected in the pre-college preparation of our undergraduates, they did not translate that into a need to bring UC resources to bear on the question. The founding of the School of Education was a recognition by the faculty and administration of the need to marshal the intellectual resources of UC Davis in the service of education at all levels. Chancellor Vanderhoef and Provost Grey took the bold step of committing major resources to build the School, with the positive results we see today.”

continued on page 6
“UC Davis is privileged to have a School of Education led by founding Dean Harold Levine. A world-class research university must have a world-class array of schools and colleges that cover the range of disciplines that allow for in-depth, cutting edge analysis of the pressing public policy issues of our time. Under Dean Levine’s leadership, the School of Education has hired and retained a top-notch group of research scholars and teachers who are analyzing the most challenging public education issues of our times.”

Kevin Johnson, Dean of the UC Davis School of Law

“It was important to clarify the status of education on the campus and to be recognized off campus as a professional school as well as a center for scholarship on educational practice and policy. Having a school is perfectly consistent with the concept of the land-grant institution. The proximity to Sacramento and policymakers made Davis a particularly good location for a high visibility unit. Having a school enables better links with other schools on campus such as medicine, law and agriculture.”

Jon Sandoval, Professor Emeritus in Education, who oversaw the Division of Education before it became a School

“We believe that by collaborating and sharing our resources and expertise, we can bring our research directly into the classroom for the benefit of teachers and students alike.”

– Dean Harold Levine

“UC Davis is privileged to have a School of Education led by founding Dean Harold Levine.”

– Kevin Johnson

SCHOOL BUILDS CAPACITY TO SERVE AND GROW

Just two years after its founding, the School of Education is making steady progress toward building its leadership and funding capacity to grow and serve the region’s education community. With the establishment of a Board of Advisors, the School gains key support and guidance from a group of regional leaders in education, business and government. A major grant from the National Science Foundation enables the School to strengthen its commitment to providing the very best professional development for teachers and serving as the professional home for teachers statewide.

MILESTONES & ACHIEVEMENTS

• School establishes Board of Advisors; Meg Stallard (BA ’68) named founding chair
• Ten new faculty join School
• Dawn Imamoto (Credential ’95) named California Teacher of the Year
• Dyana Vukovich (Credential ’80) named one of California’s “outstanding school psychologists” by the California Association of School Psychologists
• Susan Schnitzer (BA ’78, Credential ’78) establishes first endowment for student scholarships with a $25,000 gift
• Assistant Professor Cary Trexler named Western Region Outstanding Young Agriculture Educator by the American Association for Agricultural Education
• With $1.5 million grant from the National Science Foundation, School launches three-year Collaborative Classroom-Based Inquiry project to connect K-12 teachers with university faculty in science and mathematics fields

“We believe that by collaborating and sharing our resources and expertise, we can bring our research directly into the classroom for the benefit of teachers and students alike.”

– Dean Harold Levine
NEW PROGRAMS STRENGTHEN SCHOOL’S INFLUENCE AND LEADERSHIP

Making good on the dean’s vision to lead the state in research and outreach in education policy and leadership, the School of Education establishes a new doctoral program in educational leadership and becomes the home of the statewide network for afterschool programs. In addition, the School sees enrollment in all academic programs grow and celebrates the recognition many of its alumni and faculty receive for excellence in their fields.

MILESTONES & ACHIEVEMENTS

• School launches Capital Area North Doctorate in Educational Leadership (CANDEL) EdD program with partner Sonoma State University
• School’s Center for Community School Partnerships named home of the California Afterschool Network
• Student enrollment up 31 percent since 2002
• Overall philanthropic giving to School increases 700 percent since 2002

2005

• Dawn Imamoto (Credential ’95) named Young Alumna of the year by the California Aggie Alumni Association
• Professor Wendell Potter, chair of Graduate Group in Education, receives 2005 Distinguished Teaching Award from the UC Davis Academic Senate
• School hosts author Laurence Yep in its first annual lecture Words Take Wing: Honoring Diversity in Children’s Literature

PHILANTHROPIC IMPACT

Every Gift to the Annual Fund Helps Make Dreams Come True

Behnaaz Ferozepurwalla: “This Scholarship Gives Me Hope”

Annual Fund gifts from alumni and friends of the School of Education make a huge difference to our students in need. Behnaaz Ferozepurwalla, who received a 2012-13 scholarship with funds given to the School’s Annual Fund, is an immigrant from India and a first-generation American. Her mother was a teacher and inspired Ferozepurwalla to pursue her teaching credential in English and to excel in the art of teaching as well.

“I am humbled and awed by the generosity and kindness of my benefactors to give me the opportunity to pursue my passion of becoming a teacher. This scholarship gives me hope and provides an incentive to pursue my passion and goal of becoming a teacher. I am especially proud of attending the School of Education at UC Davis, where advocacy and social justice are inherent in the pursuit of a teaching credential, and I am especially grateful to get the wonderful support of my scholarship, so I can become a teacher and pursue social justice within our classrooms.”

After earning her teaching credential, Ferozepurwalla plans to teach at an inner-city school in Sacramento.

Behnaaz Ferozepurwalla

Dreams Come True

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SCHOOL RECEIVES RARE ENDOWMENT FOR TEACHER EDUCATION

Eager to raise the profile of teachers and strengthen the training they receive, Dolly and David Fiddyment of Roseville, Calif., establish the School of Education’s first endowed chair with a $1 million gift. The chair is one of only a handful of academic chairs in the country focused on teacher education.

MILESTONES & ACHIEVEMENTS

- School founds Triumph, a full-inclusion preschool, in collaboration with St. HOPE Public Schools and the UC Davis MIND Institute
- School establishes the Center for Applied Policy in Education (CAP-Ed)
- Dolly and David Fiddyment endow the School’s first chair—one of the nation’s only such chairs—in teacher education
- Adam Gelb (Credential ’05, MA ’06) named state’s Outstanding First Year Teacher by the California Association for Employment in Education

“Our first set of students [in the CANDEL program] is a very diverse group. All are in leadership positions and have the support of their superintendent or community college president to study in the program. In fact, these leaders play a crucial role in the program, serving as teaching partners and major stakeholders. Making these connections also means that the program will strongly emphasize theory and practice together, not one in favor of another. The problems faced by the students in their respective work settings will frame much of the theory, research, and practice addressed in the program.”

– Paul Heckman, associate dean and co-director of the CANDEL program

THANK YOU to all of those who have provided financial support to the School of Education. Your gifts have power.

The Power of 10
School Launches Special Initiative for Student Scholarships

As part of the UC Davis School of Education’s year-long celebration of its tenth anniversary, alumni, faculty and staff have banded together to launch the Power of 10 Scholarship Fund. Gifts collected through June 30, 2013, will be immediately put to work providing scholarship funds to students with the greatest financial need in the 2013-14 academic year. We can create a tradition of giving back together while supporting our next generation of education leaders. Gifts will be accepted throughout the 2012-13 academic year.

The Power of 10 Scholarship Fund provides a special opportunity to pull the entire School community together—students, alumni, staff, faculty and friends—to make a real difference in the lives of our students.
Alumni Council Chair Makes Matching Gift to the Power of 10 Scholarship Fund

To encourage others to support the School of Education’s Power of 10 Scholarship Fund, Sandi Redenbach (BA ’72, Credential ’73) has made a special matching gift of $5,000 to the fund. Redenbach, who also serves as the School’s Alumni Council chair and serves on the dean’s Board of Advisors, already has established the Sandi Redenbach “Student at Promise” Award, an endowed scholarship for teacher credential and MA students, as well as making an estate gift to the School. Her volunteer leadership and generosity to the School is truly inspiring.

Here she shares her thoughts on giving to the Power of 10.

1. Why do you give to the Power of 10 Scholarship Fund?

I was honored to serve on the committee that came up with the idea of having a student scholarship initiative as a really meaningful way to commemorate the School’s ten-year anniversary. I love the concept of the Power of 10 because it encourages people to consider giving anything from $10 to 10 x $10 or more. Scholarships are really where my heart is. I am in a constant state of gratitude because I live a rich and wonderful life. I owe a great deal of my success to my education at UC Davis. Giving back to help students at my alma mater is one way I have of showing my gratitude. Students need all the financial help we can give them to get through their education. It’s the best investment for my money because I feel I get back ten-fold what I give.

2. What would you say to someone considering a gift to the fund?

Anyone who gives to the fund or to the School, in general, will experience how their generosity can lead to a wonderful feeling that shapes in the heart—that feeling you get when you are generously donating to someone else’s future ability to do good for others. It goes without saying that when we give, it inspires others to model that same behavior in the future. When you have a sense of community, a sense that we are all inextricably bound together in this world, then giving becomes a standard. You then know you are truly making a difference in promoting good and diminishing evil in this world.

3. What are your hopes and aspirations for what we can accomplish with this fund?

I personally hope that we can attract more students of color and more at-risk students. There are so many young people that often need the extra leg up, both socially and financially, and being able to enroll and succeed in a program at the School of Education can serve as a catalyst for them to imagine their lives differently and then as educators to improve the lives of others.

“Teachers are tremendous role models, but they need the right training and tools to work effectively with children. We believe strongly in the dean’s vision for making UC Davis a premier teacher education school.”

— Dolly Fiddyment

Steven Athanases

• The Campaign for UC Davis begins quiet phase; School sets ambitious $16 million goal
• Dean Harold Levine named Associate Provost for Education Initiatives at the University of California Office of the President, while continuing to serve as dean

2006

• Barbara Goldman, associate director of teacher education, receives James H. Meyer Distinguished Achievement Award
• Associate Professor Steven Athanases receives the 2006 Distinguished Research Award from the Association of Teacher Educators
• Assistant Professor Yuuko Uchikoshi named a Young Scholar by the Foundation for Child Development for her work on the educational challenges of immigrant children
• School establishes annual Distinguished Educational Thinkers speaker series, speakers include Jeannie Oakes, John Goodlad, Paul Houston, Geoffrey Saxe and David Conley
Calling All Alumni: We Want to Celebrate Your Accomplishments, Too

By Sandi Redenbach (BA ’72, Credential ’73)
Alumni Council Chair

For all of the years since I graduated from UC Davis, I wondered about my fellow alumni. What are you all doing? How did UC Davis help in your career? What wisdom do you have to offer the rest of us in terms of your experiences as educators and experts in our field? I know that many of you are master teachers, at the top of your craft. Tell us about what you are doing. We’d like to share it with others. You never know whether your example could inspire a young person to enter the teaching profession or help a young teacher think differently about a challenge in the classroom.

Drop us a line at ed-alumni@ucdavis.edu. Let us know about your career, your accomplishments and your expertise.

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CELEBRATING FIVE YEARS OF EXCELLENCE AND GROWTH

From the founding of an innovative preschool to a three-fold increase in students and faculty, the School of Education is on the move at the five-year mark. Partnership, collaboration and philanthropic support are the keys to the School’s rapid growth and realization of its overriding purpose to make a difference in ways that will benefit real kids in real classrooms every day.

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MILESTONES & ACHIEVEMENTS

- School establishes West Sacramento Early College Prep (grades 6-12), in partnership with Washington Unified School District and Sacramento City College
- Growth in students more than doubles from 150 in 2002 to 372
- Endowment grows from $0 in 2002 to $1.84 million in 2007
- Geri Rohlff (BA ’76, Credential ’80) inducted into the National Teachers Hall of Fame
- Davis Richmond (Credential ’89) named 2007 Educator of the Year by the California League of Middle Schools
- Assistant Professor Cary Trexler receives 2007-08 Fulbright Fellowship
- Joanne Galli-Banducci, teaching credential faculty and chair of Words Take Wing: Honoring Diversity in Children’s Literature annual lecture, receives Chancellor’s Achievement Award for Diversity and Community

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TEN AMAZING ALUMNI below are just a sample of those we have featured in the past ten years. Please continue to keep us up-to-date by sending an email to ed-alumni@ucdavis.edu so we can share your accomplishments and the impact you are making on the world of education.

Dawn Imamoto-Yamaguchi (Credential ’95)
- 2005 Outstanding Young Alumna – Cal Aggie Alumni Association
- 2004 California Teacher of the Year

Davis Richmond (BS ’85, Credential ’89)
- 2007 Educator of the Year – California League of Middle Schools
Geri Rohlff (BA ’76, Credential ’80)
• 2007 National Teachers Hall of Fame
• 1993 AASCU Christa McAuliffe Award for Excellence in Education, Washington State

Patricia Rucker
(BA ’81, Credential ’82)
• 2011 Gubernatorial Appointee to California State Board of Education
• 2010 UC Davis School of Education Distinguished Alumni Finalist

Wesley R. Sever (EdD ’09)
• 2010 UC Davis School of Education Distinguished Alumnus
• 2009 Terrel H. Bell Award for Outstanding School Leadership – U.S. Department of Education

Mary Catherine Swanson (Credential ’67)
• 2010 Distinguished Achievement Award – Cal Aggie Alumni Association
• 2001 America’s Best Teacher – CNN and Time Magazine
• 1992 Founder of AVID (Advancement Via Individual Determination)

Tamara Thornell (BS ’93, Credential ’94)
• 2003 California Teacher of the Year

Deborah Travis (EdD ’08)
• President, Cosumnes River Community College

Caroline S. Turner (BA ’67, MA ’70)
• 2009 AERA Scholars of Color in Education Distinguished Career Contribution Award
• 2009 AERA Dr. Carlos J. Vallejo Memorial Award for Lifetime Scholarship
• 2008 ASHE Council on Ethnic Participation Mildred Garcia Award for Exemplary Scholarship

Dean E. Vogel (Credential ’73)
• 2011 Elected as President, California Teachers Association
• 2006 Advocate of the Year – California Association of School Counselors

“Establishing and co-managing West Sacramento Early College Prep with our district and community college partners is a watershed event for the School of Education’s engagement in public education.”

– Dean Harold Levine

California Superintendent of Public Instruction Jack O’Connell speaks at School’s graduation
• School launches KLC Adler Children’s Writer/Illustrator-in-Residence program

2007
Mother and Son  Graduate from School of Education Together

By Deonna Anderson, Graduate Studies

In June, Kay Holmes walked in the UC Davis School of Education’s graduation ceremony in celebration of her completion of the PhD in Education. Her son, Kyle, walked for his master’s degree. Kyle earned a teaching credential from the School of Education in 2011.

The pair plans to have an impact on their students and education independently and as a whole. “We never sat down at the kitchen table to have a conversation about our joint decision to be in the education realm,” said Kyle. “It just happened.” Both mom and son love that they have the potential to change people’s lives through education.

Kyle is a teacher at Granite Bay High School and used his work there to conduct his graduate research. He also completed his undergraduate degree at UC Davis and began teaching two years after graduating. Kay says, “From a young age, we knew that Kyle would have a job working with kids.”

Kyle wanted to be able to teach and gain additional knowledge simultaneously. The School of Education’s graduate program, in which he would be able to attain his master’s degree and teaching credential, was a good fit for him.

Kay, who has a master’s degree in Native Studies, wanted to work with Dr. Steven Crum at UC Davis in one of the only university-offered PhD programs in Native Studies. Her previous work in the Native Studies program has influenced her work in the School of Education, as her dissertation pertains to how Native Americans are represented in education and the effects of this representation.

Kay and Kyle were excited to be graduating at the same time. “We know this doesn’t happen very often,” says Kyle. “And we appreciate sharing this experience together.”

What are their plans after graduation? Kay hopes to work in a university Native Studies department. Kyle will continue teaching journalism and this year plans to tackle teaching the theater program at Granite Bay High.

Marguerite Fillion Wilson (PhD ’12) has received the prestigious Council on Anthropology and Education (CAE) Dissertation of the Year Award for 2012. She accepted the award at the American Anthropological Association’s annual meeting in San Francisco in November.

Wilson’s dissertation titled, “Children, Childhood, Power, and Pedagogy: The Radical Possibilities and Epistemological Limits of Sudbury Education,” is based on a critical ethnography and discourse analysis of a Sudbury alternative school in northern California. Wilson is an assistant professor in the Department of Human Development at Binghamton University (SUNY Binghamton).

2008

CRESS CENTER CELEBRATES 20 YEARS OF SERVICE
In the midst of the campus’s centennial anniversary, the School of Education’s Center for Cooperative Research and Extension Services (CRESS) marks its 20th anniversary. Offering the most respected teacher professional development; innovative and effective outreach to schools and organizations serving youth; and evaluation services to government, schools and university researchers, CRESS deeply reflects the School’s commitment to doing work that really matters in and out of schools to enhance the education of all learners.

MILESTONES & ACHIEVEMENTS
• School graduates largest class to date: 256 students
• Six new faculty join School
• CRESS Center celebrates 20 years of service, launches Center for Education and Evaluation Services (CEES)
• Mark (Credential ‘75) and Marcia Cary establish School’s first endowment to fund scholarships for PhD students with a $53,000 gift
• The Children’s Center at Sutter Medical Center, Sacramento, provides a gift of $125,000 for an endowment to support the School’s annual children’s literature lecture—Words Take Wing: Honoring Diversity in Children’s Literature
Alumni Council gets Up-Close Look at School’s Early College Charter in West Sacramento

In October, the Education Alumni Council held its monthly meeting at the School of Education’s charter school, West Sacramento Early College Prep. Executive Director Yolanda Falkenberg and students from the school led the group on a tour to give the alumni an up-close look at the very unique relationship among the students, faculty and staff.

“What an outstanding example of caring, dedicated professionals,” said Sandi Redenbach, chair of the Alumni Council. “The teachers and administration are making a real difference in the lives of these very important students. I am so impressed with all that I saw at this school. My hat is off to everyone connected to this joyous educational process.”

The council ended its visit by hosting the teachers for lunch. They asked the teachers why they teach, especially at the charter school where project-based learning and a nontraditional mixed-grades approach puts the students in charge of their own learning. Here is what a few of them said:

“I feel like a teacher artist here,” said Eric Garber, who teaches science. “This is a much better model than the industrial model so many other schools follow.”

“My teachers at community college made me feel smart and really lit the candle for me,” said Roland Aichele, who teaches math and technology. “I am honored to give that back here.”

“The most important aspect of teaching here is the respect we give to our students,” said Elizabeth Altschule (MA ’06), who teaches language arts and has been teaching at the school since its founding in 2007. “We want our students to feel that what they are thinking is fantastic, even if it doesn’t fit into a metric.”

“You get to grow with the students and learn from them,” said Deisy Cabrera, who teaches social studies and is one of the school’s founding teachers.

“2008

- Professor Jamal Abedi receives lifetime achievement award from the California Educational Research Association
- Associate Professor Michal Kurlaender named a Spencer Foundation Postdoctoral Fellow
- Center for Applied Policy in Education hosts statewide conference on Achievement Gap
- School hosts special event in honor of National Teacher Appreciation Week

“The PhD program in education gave me a foundation to keep asking new questions and exploring possible answers. In fact, it had a huge influence on my life. It is my hope in establishing a fund for a PhD candidate that it will help the School attract people who are naturally committed to teacher education and sympathetic to understanding the importance of self-reflection.”

– Mark Cary (Credential ’75), founder of the Mark Cary Reflective Learner Award
Welcome Loretta Pehanich

The School is pleased to announce the appointment of Loretta Pehanich as the newest member of the School’s Development & External Relations team.

In her role as associate director of development, Loretta will be working with alumni and friends of the School to build strong relationships that lead to support for the School’s people and programs. Loretta has more than a dozen years in nonprofit leadership roles – most recently as an independent consultant. Her professional life includes experience in raising major gifts, leading fundraising workshops, developing strategic plans, growing volunteer teams, and planning special events.

Loretta says that she is particularly attracted to UC Davis because she “values the university’s principles of community and its educational efforts which are having a global impact.” You can reach Loretta at (530) 752-8053 or via email at lapehanich@ucdavis.edu.

Vanderhoefs’ Gift to School Funds

Globe Education Academy

With a $30,000 pledge, Rosalie Vanderhoef and Chancellor Emeritus Larry Vanderhoef have established the Vanderhoef Globe Academy Fund to support the Globe Education Academy for Teachers.

The Globe Education Academy for Teachers is a partnership among the School of Education, Shakespeare’s Globe in London, the Los Rios Community College District, and the Robert and Margrit Mondavi Center for the Performing Arts. This professional development initiative provides in-depth learning opportunities for drama and English teachers of grades 7-12.

After accompanying the 12 Globe Education Academy participants this summer to the Globe in London, Chancellor Emeritus Vanderhoef attested to the power of the experience for the teachers: “It has been a long time since I have seen a group so enthusiastic and ready to tell the world. A ‘life changer,’ many said.”

“As a former teacher, I know a good education requires quality teachers. Giving to the School of Education at UC Davis is our way of helping to ensure that the best teacher education possible is offered.”

Rosalie Vanderhoef
Christian Faltis

"Here at UC Davis, we strive to prepare teachers who see learning as joyful and creative. To do so, we rely on a Teacher Education faculty comprised of former classroom teachers who enjoy immensely the work they do with other teachers—from novice teachers to experienced teachers. Our Teacher Education program is grounded in inquiry learning, advocacy for equity, collaboration, and reflection. We seek to instill in our teachers sets of experiences with teaching and learning that prepare them to be inquisitive, reflective teacher leaders who are artful and compassionate about education."

– Christian Faltis, Dolly and David Fiddyment Chair in Teacher Education

PhD Student Receives Prestigious Fellowship through UC/ACCORD

Education PhD candidate Juliet Wahleithner is among an elite group of 12 graduate students from five University of California campuses to receive a dissertation fellowship from UC/ACCORD (All Campus Consortium On Research for Diversity) for her work on addressing educational inequalities in California’s public school system. Wahleithner is an expert on academic literacy, teacher development, and writing instruction for English learners in K-12. Her dissertation is titled “High School Teachers’ Instruction of Writing: Negotiating Knowledge, Student Need, and Policy.”

PhD Student Rosalyn Earl Chosen to Serve as Graduate Student Special Assistant

For the second year in a row, an education graduate student has been selected to serve as the campus Graduate Student Special Assistant to the Dean of Graduate Studies and the Chancellor. Rosalyn Earl, a PhD student studying education policy, takes her responsibility to lead seriously.

“I have always been involved in student government and institutional policymaking at UC Davis, and I am particularly committed to issues that affect graduate students,” said Earl. “Chancellor Katehi and Dean Gibeling really want to hear what I have to say on a whole range of issues.”

Earl began her career as a fifth grade teacher in Los Angeles. She taught for three years in Long Beach and Compton before deciding to pursue a master’s degree in higher educational leadership and counseling at San Jose State University. She also served as the assistant director of an early college high school and provided outreach at California State University.

Now in her sixth year of the PhD program in the School of Education with a designated emphasis in feminist theory and research, Earl plans to graduate next fall. Her dissertation, which will be funded through a campus dissertation fellowship for her service to the dean and chancellor, is focused on racial climate at UC Davis, particularly on the perceptions of graduate student women of color.

Earl credits her success at the School of Education to the mentorship of professors Rebecca Ambrose, Cristina Gonzalez, and most especially her dissertation chair Gloria Rodriguez. She plans to pursue her passion for teaching as a professor once she graduates.

PhD Student Rosalyn Earl Chosen to Serve as Graduate Student Special Assistant

Rosalyn Earl

2002 ~ 2012

• The CRESS Center launches the Pacific Coast Teacher Innovation Network with $1 million grant from the California Postsecondary Education program
• Center for Applied Policy in Education launches Superintendent Executive Leadership Forum
• CRESS Center hosts first annual Academic Literacy Summit and the first annual Sacramento Area Youth Speaks (SAYS) Summit
• Distinguished Educational Thinker Series speakers: Alfredo Artiles, Michael Fullan, and Pedro Noguera
In 2001, Harold G. Levine took the job as founding dean of the UC Davis School of Education, with a mission of transforming the campus’s 85-year-old teacher-training and much younger fledgling graduate programs into a nationally recognized graduate school of education. After earning a doctorate in anthropology, Levine began his career at UCLA as an ethnographic researcher looking into how developmentally delayed students learn. Eventually, he took over as chair of the Department of Education and then interim dean of the Graduate School of Education & Information Studies. He had never been a teacher or principal, but after 20 years of research and work in K-12 education, Levine had a bounty of ideas about how to build a school of education different from the norm, one that responded to the needs of teachers and principals everywhere. It started with a focus on pulling together a group of people who could make the vision a reality—from attracting new faculty, leadership and vision: reflections on the school’s founding dean
Leadership and Vision: Reflections on the School’s Founding Dean

Traci Schmidt

To building a Board of Advisors, to creating innovative partnerships across the region.

Gone would be “dry” and unusable scholarship, single-focus research that overlooks its broader implications in the real world, and a faculty hamstrung by disciplinary blinders and the traditional research “territories” staked out by academic departments. The newest School of Education in the UC System would be linked to the field—to students, teachers, parents, administrators, policymakers and community leaders—in ways that matter to those on the front lines everyday.

“Too many schools of education are remote and distant from the field they’re meant to serve,” Levine has said. “I wanted to change that.”

Now in the School’s tenth year, the dean is privileged to represent a growing list of people and partnerships committed to building a school with a focus on the vision laid out early by Levine and the School’s faculty. The School of Education now has a reputation as a bold leader, willing to take risks, while listening intently and collaborating with all stakeholders to improve teaching and learning for not only our region, but also for the state and beyond.

The School has increased its faculty by strategically recruiting top-quality scholars who are experts in the areas of greatest challenge and urgency to K-12 education. Joining the School from Harvard, UCLA, Stanford and Northwestern, among others, faculty are national leaders in the areas of education policy and leadership, STEM education, English learner issues, and testing and assessment. At its core, faculty have made interdisciplinary partnership and collaboration a guiding principle, central strategy, and a reality in every endeavor.

The School has added a new joint EdD program for school district and community college leaders. It led the effort to establish a full-inclusion preschool in one of the poorest neighborhoods of Sacramento in partnership with the UC Davis MIND Institute and St. HOPE Public Schools, and founded an early college prep charter school in West Sacramento through a partnership with Washington Unified School District and Sacramento City College.

The list of accomplishments is truly extraordinary, but these are just a few examples of how the founding dean’s vision, grit, and empathy—and that of countless individual campus, school and external partners—has helped shape an institution with great reach and impact.

As the School enters its next decade, the dean continues to travel a road not often travelled, never wavering on the commitment to build a different kind of school and to leave a legacy to build on for many years to come.

“Education as a whole is at a crossroads. Budget crises at every level call for creative thinking about how to make good work sustainable. Business and government leaders are looking to K-12 and higher education to prepare students for the 21st century. The School already has a reputation for thinking out of the box and creating programs and services that are responsive to a variety of needs in the region and beyond. For these and other reasons, the School is uniquely suited to launch EdForward.”

— Traci Schmidt, director of EdForward
Students Take Charge

Facing a Bright Future at School’s Unique Early College Prep Charter School

Hoping to give under-served students a head-start on college, the UC Davis School of Education joined Sacramento City College and the Washington Unified School District in West Sacramento to launch an innovative early college charter school in 2007. The first graduating class will celebrate with a special ceremony in Freeborn Hall on the UC Davis campus in June 2013.

West Sacramento Early College Prep (West Sac Prep) opened its doors on August 22, 2007, to about 100 sixth and seventh graders, subsequently adding a grade each year. Many of the school’s seniors have been there from the beginning, and many have taken advantage of the opportunity open to all high school students to take college courses at Sacramento City College. Virtually all plan to attend college after graduation.

As the first graduating class, they are the trailblazers. The majority of students interviewed have gone to school together since elementary school, and many credit their 6th grade teacher at Elkhorn Elementary, Ms. Ramirez, with encouraging them to try out what was in 2007 a brand new school in West Sacramento. Many will be the first in their families to attend college.

We took some time in October to meet with some of the seniors to get their take on the school.

SCHOOL OF EDUCATION 2002 ~ 2012

As the School of Education grows, so too does its reputation, particularly among alumni, foundations, and others interested in supporting and partnering with the School. The School achieves what appears to be a monumental goal: reaching the halfway mark in its ultimate goal to raise $16 million toward the $1 billion campus goal for The Campaign for UC Davis.

Milestones & Achievements

- School exceeds halfway mark in its $16 million goal for The Campaign for UC Davis
- With funding from the Stuart Foundation, the School awards first Guardian Teacher Scholarship to a former foster youth pursuing a teaching credential
- School presents Distinguished Alumni awards to Nadeen Ruiz (BA ’76, Credential ’77) and Greg Zavala (BA ’73, Credential ’74); Sofia Cedillo (Credential ’05, MA ’06) receives Rising Star alumni award
- Mohini Jain, member of the School’s Board of Advisors, and her family foundation provide a $25,000 gift to establish an endowment to fund scholarships for PhD students in education
- Jessica Scheimer (Credential ’11, MA ’12) receives prestigious Knowles Science Teaching Fellowship to support her first five years of teaching
- Professor Steven Athanases receives a $5,000 grant from the School’s Catalyst Fund; the grant is made to one faculty member per year to conduct innovative and high-impact research
- With funding from the U.S. Department of Health and Human Services, UC Davis establishes the Center for Poverty Research; several education faculty serve as fellows, including professors Michal Kurlaender and Heather Rose

CHARTER SCHOOL

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“What better way to gauge the success of the school than to ask those for whom the stakes couldn’t be higher,” said Dean Harold Levine, president of the board for West Sac Prep. “It is gratifying to see that we have indeed made a difference for the amazing young adults who are interviewed here.”

As the students’ voices reflect, they agree on many things, most significantly on what they see as the strengths of West Sac Prep: teachers who care, the ability to work at their own pace, the power of project-based learning, and the ability to take college courses.

Baron Chase
Baron entered West Sac Prep with the first class of students as a 7th grader in 2007. He has taken seven college courses at Sacramento City College, and after graduation, he plans to complete his general education requirements and transfer to a UC where he may study engineering.

“I came here because I have a funny way of learning and I liked the flexibility of the teaching here.”

Jessie Jones
Jessie entered West Sac Prep as a sophomore. After graduation, he plans to attend cosmetology school and get a job so that he can pay his way through college. He plans to major in business, with a minor in linguistics, and hopes to open his own business one day.

“I attended three different high schools my freshman year. I had a hard time with school in general, but this school has helped me to grow as an individual. I am enjoying school. I haven’t been able to say that ever before. I just love to learn again.

“This school helps a lot of kids be happy to go to school again. We are all so open with the teachers. We can ask them anything and study anything we’re interested in.”

Tim Zavgorodniy
Tim entered West Sac Prep with the first class of students as a 7th grader in 2007. However, he left in 9th grade and returned in 10th. He plans to join the military after graduation.

“I left in 9th grade because I wanted to see what a new environment was like. I didn’t like it. The 2012
pace of learning was too fast. I came back so that I could learn at my own pace."

“The environment here is easy to fit into. All are welcome. The teachers don’t forget about anyone, and everyone knows each other. We’re a community without a lot of hatred. If someone is having a hard day, tons of people will ask what’s wrong. We really have a feeling for each other.”

Priscilla Toledo
Priscilla entered West Sac Prep with the first class of students as a 7th grader in 2007. She plans to attend a university after graduation and major in psychology and writing.

“I like the focus on college here. The teachers help everyone, not just the advanced students. They are always supportive and reminding us to get our work done. I don’t think you get that at other schools.”

Elisa Magallanes
Elisa entered West Sac Prep with the first class of students as a 7th grader in 2007. She plans to attend a university after graduation and has not decided on a major.

“The college classes have been pretty much the same [in difficulty compared to high school classes]. I took my first college class with a bunch of friends and it felt more comfortable. I’m taking a theater class now with just one friend, and I feel fine. It’s all up to us to get the job done or not.”

Bradley Palmer
Bradley entered West Sac Prep with the first class of students as a 7th grader in 2007. He has taken several college courses at Sacramento City College and has set his sights on Stanford University as his first choice school after graduation. He plans to double major in political science and philosophy, and then to pursue a degree in law.

“When I started here I was intrigued by the college prep emphasis and that I would be able to take college classes. In sixth grade,
I didn’t feel like I was doing anything important and I didn’t think my work at school really mattered. Ms. Altschule [an alumna of the School of Education and a teacher at West Sac Prep] was my fifth grade teacher and encouraged me to apply. I really pushed to come here. This school has given me an intellectual mentality. I am the leader of my own education.”

Alejandro Castro
Alejandro entered West Sac Prep with the first class of students as a 7th grader in 2007. He is taking a sociology course at Sacramento City College and is planning to attend a university after graduation. He wants to major in sociology and physical education.

“This school all around has shaped me into the person I am today. I’ve learned how to be responsible and how to manage my time properly. The teachers devote their time to help us find ourselves and what we are passionate about. In a traditional setting, teachers don’t really try to give that kind of help. I have discovered all these small things that I think will help me when I transition to college.”

Jonathan Martinez
Jonathan entered West Sac Prep with the first class of students as a 7th grader in 2007. He is taking a sociology course at Sacramento City College and is planning to attend a university after graduation. He wants to double major in sociology and psychology.

“This school has exceeded my expectations. We’re not held to a certain degree of how high [the teachers think] we can go. We’re in the driver’s seat, and we push ourselves to exceed the standards we set for ourselves. The teachers and the staff are like family and that is what has made this school so successful.”

Jose Perez
Jose entered West Sac Prep with the first class of students as a 7th grader in 2007. He has taken several classes at Sacramento City College, and served an internship at the UC Davis Medical School. He plans to attend UC Davis after graduation majoring in pre-medicine. He hopes then to become an MD and a naval officer.

“I have strong relationships with my teachers. They are my mentors, leaders and friends. Even some of the school’s board members are mentors to me. This is my second family.”

“At their worst, universities are isolated in an artificial world of academia. At the opposite end of the spectrum is the School of Education. Here you have a marriage between university and practitioners in the field—an extremely unique bridge that links together theory and what’s actually happening in the classroom.”

– Mark Geyer, Superintendent, Dry Creek Joint Elementary School District.

- Professor Cindy Passmore receives $1.6 million from the S.D. Bechtel Jr. Foundation to launch ISTAR, a three-year professional development initiative in STEM teaching
- School hosts first Shakespeare Works when Shakespeare Plays conference for teachers
- Sacramento Area Science Project launches Dinner with a Scientist
- School co-hosts talk by Diane Ravitch, professor of education at NYU
- Distinguished Educational Thinker Speakers: John Q. Easton and Donaldo Macedo

Sacramento Area Science Project launches Dinner with a Scientist
Building Community Capacity for Environmental Decision-Making

Associate Professor Heidi Ballard, an expert in environmental education and citizen science, is used to working with educators, environmentalists, students and nonprofits to engage non-scientists in learning about environmental science and acting on their learning to influence their communities.

This summer she traveled to Mpimbwe, Tanzania, to lend her expertise to a larger project led by two UC Davis researchers that engages local people in the conservation of one of the largest wildlife parks in that country, Katavi National Park.

Ballard joined Monique Borgerhoff-Mulder, an anthropologist, and Tim Caro, a wildlife biologist, who have been working with the local communities near the Park in the region called Mpimbwe since 1995. As part of Borgerhoff-Mulder and Caro’s long-standing effort to develop community-based conservation initiatives among the more than 20 villages surrounding the Katavi National Park, Ballard is working to help the team raise awareness and develop strategies among the villagers to stem lion killing in the Park.

In 2011, as a response to research showing lion killing by some Sukuma people to be on the rise, Borgerhoff-Mulder, Caro and Project Coordinator Emily Fitzherbert launched WASIMA—Watu, Simba na Mazingira, or People, Lions and the Environment — an environmental campaign to halt lion killing emanating from Mpimbwe. The goal is to “develop a culture of strong, locally-based environmental stewardship by harnessing the power of traditional policing institutions to link environmental education, local development and environmental conservation,” according to project leaders.

“My part of the project is to help advise on how to build participatory approaches to both conservation education to help the villagers understand the impact on the lion population, and simultaneously to develop community-based conservation solutions they can implement,” said Ballard.

During her time in Tanzania, Ballard and the team took about 20 village leaders into Katavi National Park to see the wildlife up close. “Even though these people have lived their whole lives on the outskirts of the park, most had never gone into it, and had never seen lions or other wildlife in the flesh.”

continued on page 26
Ag Education Professor Cary Trexler’s Work with Farmers in Vietnam Featured on Vietnamese TV

With funding from the U.S. Agency for International Development, Associate Professor Cary Trexler and colleagues in the UC Davis College of Agriculture and Environmental Sciences have been working with farmers in Vietnam and Cambodia to address some of the greatest challenges facing these developing countries’ agricultural sector. A link to a video from Vietnamese television, subtitled in English, covers some of their efforts at http://education.ucdavis.edu/video/vietnam. Also appearing are UC Davis faculty members Glenn Young from Food Science, David Miller from International Agriculture Development, and Mark Van Horn and Johan Six from Plant Sciences.

The team is addressing some of the greatest challenges facing farmers in Cambodia and Vietnam to grow vegetables safely and cost effectively. According to Trexler, this is a public health problem with only 8 to 9 percent of vegetables grown in Vietnam meeting government-mandated food safety standards. In Cambodia, which is one of the poorest countries in Southeast Asia, farmers are unable to grow enough fresh vegetables, so the country imports about 45 percent of fresh vegetables and most from Vietnam.

Trexler’s commitment to Vietnam is deep and long-standing. In 2004, Trexler made his first visit to Vietnam. In 2006, he returned to continue work with agriculture education faculty from Nong Lam University in Ho Chi Minh City. Together they toured economically depressed areas of the country to identify where education and extension are most needed. According to Trexler, the need for a comprehensive agriculture education program is great in Vietnam. Today, for instance, the country is heavily dependent on rice production, but its methods for farming rice (a low value crop) require large amounts of pesticides and fertilizers. In the process, the country’s farmers are polluting its most valuable resource, water, at an alarming rate.

In 2007, Trexler was awarded a prestigious Fulbright fellowship to extend his research and outreach in Vietnam. “Ultimately, all of this work has the potential to move the School of Education beyond a focus on secondary schools to opportunities for education policy and administration,” said Trexler. “It is potentially an opportunity to understand and participate in a restructuring of an entire educational system.”

Algebra is a gateway to all college preparatory courses, particularly in math and science. As such, professors in the School of Education have given a hard look at the requirement that all eighth graders take algebra and the consequences, particularly for students who have not been prepared in middle school to tackle algebra.

A recent study that Professors Paul Heckman and Jamal Abedi released with Jian-Hua Liang (EdD ’09) of the California Department of Education, focuses on the connection between success on California’s Standards Test (CST), which does not measure mastery of algebra, and subsequent success in algebra in ninth grade. Among other things, the researchers found that “the pipeline of 8th-grade algebra and following years’ higher-level mathematics CSTs has a significant leak in it.”

According to the study, 9th-grade students have a 69 percent greater chance of succeeding in algebra if they passed the CST for General Mathematics in 8th grade compared to those who failed the CST for Algebra I. The counterintuitive results suggest that teaching general mathematics in middle school might actually provide students with greater future success in mathematics long-term. The study is discussed in detail in the journal Educational Evaluation and Policy Analysis, September 2012, on the web at http://www.edsource.org/today/wp-content/uploads/Algebra-CST-UCDavisStudy081212.pdf.

Professors Michal Kurlaender and Heather Rose, in collaboration with Don Taylor (EdD ’11), an education programs consultant, also argued in a recent study that the lowest performing eighth grade math students who are least likely to be prepared for algebra may be academically harmed by a policy that requires all eighth graders to take algebra. Such a universal policy, first proposed by the State Board of Education, does not take into account the skills and needs of individual students, according to the study’s authors.

The study is the first of its kind to focus solely on the impact of placing the lowest performing students in eighth grade algebra. Ultimately, they found that placing all students in algebra, regardless of their level of math skills, may harm the very students the policy is meant to benefit.

“The Algebra for All argument states taking algebra in the eighth grade will benefit minorities and low-income groups,” said Taylor. “But our study found that the lowest performing students, composed significantly of low-income students of color, did not benefit on standardized tests and had significantly lower GPAs than peers, which may be a result of unfavorable comparisons to higher performing students in the same courses.”

The K-12 community is in a major transitional phase with the Common Core Standards coming online this academic year and assessments for those standards coming in 2015. This transition fundamentally upends current content standards and thus requires teachers to adjust their focus from an emphasis on memorization of formulas and prescribed solutions to “a more conceptual understanding of math that focuses instead on reasoning, evaluation and exploration of the underlying structures of mathematics,” according to Julie Orosco, co-director of the UC Davis Math Project.

Associate Professor Tobin White has already been researching the power of putting kids in charge of their own math learning with a focus on collaboration and problem-solving in algebra. White has spent the last five years studying how collaborative problem-solving among students using classroom networks of Texas Instruments graphing calculators can increase learning in algebra.

“If students work together on a problem and talk aloud about their thinking, they’re more able to monitor the way they are thinking about a problem and to identify and correct their errors,” White has found.
Bound by Passion: Building on 90 Years of Tradition

They come from all walks of life—they are historians, scientists, mathematicians, artists and writers. Some are fresh out of college. Some are launching a second—or third—career. Some come from the city, others from smaller communities. Some did well in high school; some did not. The differences are innumerable. But for all their differences, they have one very powerful trait in common: Passion. They are aspiring teachers.

 Teachers share a drive to make the world a better place for the next generation. They are our country’s most important investors, working today for a better tomorrow.

For more than 90 years, UC Davis has been preparing teachers for classrooms all over the world. Today, the School of Education’s Teaching Credential Program turns out talented and committed teacher-leaders prepared to be advocates for their students and apply the best that is known about the art of teaching.

But don’t take our word for it. Below are some recent comments that credential alumni themselves have made about how well the School prepared them for the classroom.

Matthew Rice
(Credential ’06, MA ’08)
“This is my seventh year teaching, and I am still ‘unpacking’ amazing stuff I got during my teaching credential and MA at the UC Davis School of Education. It’s an unbelievably good program. It’s like the gift that keeps on giving!”

Rice teaches AP Biology, Honors Biology and, through Project Lead the Way, teaches a course called Principles of Biomedical Science. He teaches grades 9-12 at South Mecklenburg High School in Charlotte, NC.

From a Credential/MA alumnus, sent to various faculty in the School

“After earning my credential during the 2009-2010 year, I taught at Korematsu Elementary in Davis for two years. It was a wonderful experience and an awesome school to be at for my first years in teaching. It is also where I conducted my research and taught my intervention for my Master’s inquiry in 2010-2011. Needless to say, the district (like many surrounding districts) is in a dire economic situation. As a teacher on a temporary contract, I was laid off and feeling pretty hopeless about teaching opportunities for next year.

“After countless hours spent on EdJoin, and 60+ applications submitted into districts, I was very fortunate to have scheduled eight interviews over the course of a week, all in the Bay Area. Thinking back to advice Joanne Galli-Banducci gave me during my credential year, I decided to put together a teaching portfolio to bring to my interviews.

“The portfolio contains my teaching philosophy, the PowerPoint slides from my Master’s presentation (Al Mendle, Rebecca Ambrose, and Barbara Goldman were on my presentation panel), lesson plans, student work, photos from my classroom, and letters of recommendation. I shared it during my first interview, and each member of the interview panel perused my portfolio.

“They were extremely interested in my experiences with collecting and analyzing student data to determine growth and plan interventions based on need, which I learned to do in the UC Davis Credential/Master’s program and had implemented in various ways at Korematsu. The panel explained that they were seeking highly qualified candidates with progressive and innovative ideas—people who were interested in research, inquiry projects, data analysis and intervention, and also caring and effective educators who are passionate about equity in the classroom. I believe that this defines a teacher who has gone through your program.

“My interview was at 10:30 a.m., and by 5:00 p.m. the same day, I had a job offer. This was quite a surprise, because they were interviewing all week, and said they would let me know by next Monday. I honestly believe that the portfolio and its contents, mostly including my experiences and what I’ve learned from the UC Davis School of Education, got me hired. Your program is amazing.

“Thank you for all that you’ve done for me, and for all that you continue to do for education and children.”

Matthew Rice
Some of the villagers who attended told Ballard that their “view of the world had changed.” Gently, they engaged in a discussion at the end of the trip about how they feel about lion killing and the negative impact it is having on the population. Following up on the leaders’ trips into the Park, the team traveled to several villages to show environmental films in Kiswahili, prompting discussion about such things as common tensions in the relationship between people and the Park.

Ballard’s consistent focus on empowering non-scientists with conservation education and the ability to act on their new understanding of the environment they live in supports WASIMA’s strategy. “Only through an interdisciplinary approach can we address the question of how conservation education is linked to behavioral changes that result in conservation and stewardship practices,” she said. “My job has been to develop ways to measure the impact of what they are learning. We have collected many rounds of questionnaires and interviews with the participating village leaders and are seeing some important changes in the way people view the Park, lion killing, and environmental degradation in their region.”

To learn more about WASIMA, visit the web at http://mpimbweproject.com/wasima.

Research on Sukuma lion hunting was funded by Panthera and Cleveland Zoo. The National Geographic Big Cat Initiative and the UC Davis Collaborative Interdisciplinary Research Grants funded WASIMA 2011-2012.

Note: Created in 1974 and extended in 1998, Katavi National Park is the third largest park in the country. Centered around large swampy grasslands, Katavi is well known for its prolific wildlife, especially the huge herds of buffalo and large numbers of hippopotami, and is an important part of a network of protected areas across the miombo-mopane biome of south-central Africa. Unfortunately, tree-cutting, agricultural expansion and overgrazing are eroding the park boundaries. The large mammal populations are in decline and poaching remains a significant threat.

About our Credential Program

At UC Davis, we strive to prepare teachers who see learning as joyful and creative. To do so, we rely on a Teacher Education faculty comprised of practicing teachers and School of Education faculty who enjoy immensely the work they do with teachers.

Our Teacher Education program is grounded in inquiry learning, advocacy of equity, collaboration, and reflection. We seek to instill in our teachers sets of experiences with teaching and learning that prepare them to be inquisitive, reflective teacher leaders who are artful and compassionate about education.

The design, implementation, and assessment of the School’s Credential/MA program is guided by its mission to prepare teacher-leaders who can assume four key roles in ethnically and linguistically diverse school communities. These roles are:

- Collaborative professionals who work with students, colleagues, and parents to forge effective teaching practices;
- Advocates for educational equity who champion high learning expectations for all students;
- Reflective practitioners who employ classroom inquiry to improve teaching practice and create effective classroom communities; and
- Investigative teachers who continuously examine, define, and refine their teaching practice to promote student learning, targeting underachieving students as a particular focus.

Credentials Offered

- Multiple Subject Credential
- Single Subject Credential in Agriculture
- Single Subject Credential in English
- Single Subject Credential in Mathematics
- Single Subject Credential in Science
- Single Subject Credential in Social Science
- BCLAD (Bilingual Crosscultural, Language, and Academic Development) Emphasis available for both multiple and single subject credentials

For more information on the School of Education’s Teaching Credential Program, visit our website at http://education.ucdavis.edu/teaching-credential-program.
As any parent knows, video games are a fact of life. So, too, is the childhood obesity epidemic in America. According to UC Davis School of Education Professor Cynthia Carter Ching, it is easy to blame one for the other.

But Ching and other researchers are turning this equation on its head in a new project that uses gaming to put youth in charge of their health.

With a two-year $500,000 grant from the National Science Foundation, Ching and her colleagues J. Bruce German and Sara Schaefer from the UC Davis Foods for Health Institute and Marta Van Loan from the USDA Western Health Nutrition Center are teaming up with Play4Change, a not-for-profit company led by Ariel Hauter, to design a game that puts youth personal health and well-being at the center of a virtual universe where the choices the user makes are based on personal data about key health and nutrition indicators.

“Gamers project their identities into game play in various ways already, but we are particularly interested in what might happen if the avatar in a game is tied directly to the gamer’s body and his or her actions outside the game,” said Ching, an expert in the use of technology for learning and the connection between technology and identity.

Here’s how the project, GET-UP: Gaming to Educate Teens about Understanding Personal Health, works: youth participating in the initial development, testing and launch of the game will wear activity monitors that measure such things as steps walked, floors climbed, and calories burned. These data, along with diet logs and health and nutrition information they receive prior to play, inform the choices youth make and their rate of progress in their journey through the game. For example, a student who records more physical activity on a given day may find that their avatar is faster and stronger the next time they log in to the game. As a result, the student can see short-term positive rewards for their healthy actions long before any physical changes such as weight loss or better circulation would take place.

“Recreational games are often blamed for kids’ obesity, and some gaming platforms like Wii Fit and X-box Kinect have tried to make gaming itself more active, but our approach is different,” said Ching. “It’s exciting to see if, instead, we can leverage games to positively affect behavior that impacts physical fitness when the gamer is not playing.”

The ability to translate knowledge into action is the holy grail of education. As Ching explains, school-based approaches offer little health and nutrition information, and what is offered is often “impersonal, abstract and fails to connect a learner’s individual short-term decisions with their long-term consequences.”

GET-UP will be offered to 11-14 year old students participating in programs supported through the California After-school Network, housed in the UC Davis School of Education, with the eventual goal of integrating the program into school-based curricula as part of a larger initiative to align hands-on, personalized health learning with STEM and health education standards.
Mathematics Education Expert Researches Use of Robotics in STEM Education

Associate Professor Tobin White, an expert in mathematics education and the use of technology for learning, is a researcher on two new grants awarded to UC Davis by the National Science Foundation (NSF).

Both grants, led by Harry Cheng, professor of mechanical and aerospace engineering and director of the UC Davis K-14 Outreach Center for Computing and STEM Education, will fund studies on the impact of robotics in teaching science, technology, engineering and math (STEM) from elementary to high school.

The larger grant, “Co-Robots for STEM Education in the 21st Century” funded through NSF’s National Robotics Initiative, provides $950,000 over three years to study how the use of robotics programs in schools can change students’ attitudes about STEM subjects. White and Professor Jean Vandergheynst, associate dean for undergraduate studies in the College of Engineering, are co-investigators.

The project will recruit teachers from Sacramento area schools from grades six and up and provide them with robots, teaching resources and training in how to integrate computing and robotics in their teaching with engaging, fun activities for real-world problem solving.

A second recent grant, of $300,000 over two years from the NSF’s Cyberlearning: Transforming Education program, will fund a study of how robots and handheld computers can be used specifically in teaching algebra. That study will involve two schools in Washington Unified School District in West Sacramento, Calif., including West Sacramento Early College Prep.

The approach to teaching algebra with robotics and handheld computers will play a critical role in broadening participation of K-12 school students in STEM disciplines. A former high school math teacher and expert in the design of technology-supported collaborative learning activities, White and his graduate students will work closely with participating classroom teachers to devise activities that are informed by White’s research on collaborative learning.

Special thanks to Andy Fell of the UC Davis News Service for providing content for this story.

10 Things I Love About The School of Education

1. A stated mission that believes in educational equity and diversity.
2. Great partnerships on campus and within the community all geared toward a greater understanding of best practices and innovative strategies to foster educational growth and excellence.
3. Engaged and dedicated faculty and staff.
4. Passionate students. We teach them and they go out and do amazing things!
5. A motivated and pro-active Alumni Council that truly works on behalf of the School.
6. A desire to push boundaries, ask questions, and embrace new ideas to realize the best educational foundations for our students and for the community.
7. Events like Words Takes Wing, Shakespeare festival, SAYs, all bringing culture and learning in a vibrant setting to a wide array of learners, and allowing for a variety of voices to be heard and respected.
8. STEM program partnerships enhancing the learning of science and math for the next generation.
9. Lectures on a wide-range of topics that speak to many challenges and issues in education.
10. Connection with the UC Davis MIND Institute, fostering greater understanding and cutting edge strategies to help those with developmental delays gain greater educational equity and societal relevancy.

Tracy Falk
Undergraduate/Graduate Program Coordinator
**Globe Education Academy Applications Now Open**

The Los Rios Community College District; the School of Education, UC Davis; the Mondavi Center, UC Davis; and Shakespeare’s Globe in London are partners in a professional development initiative that provides in-depth learning opportunities for selected drama and English teachers of grades 7–12 and community colleges in the Sacramento region: The Globe Education Academy for Teachers. Applications are due December 17, 2012.

Participants in this collaborative project are immersed in the world of Shakespeare both at UC Davis and in London. They will have the opportunity to take classes from Shakespeare’s Globe practitioners and from faculty at UC Davis. The Academy will travel to Shakespeare’s Globe in London for two weeks in June 2013 to work with Globe Education practitioners, and will celebrate their extraordinary experience with a festival day of theater on stage at the Mondavi Center in the fall of 2013. To download an application visit, [http://www.mondaviarts.org/globe](http://www.mondaviarts.org/globe).

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**Why Do YOU Give?**

**Ken Gelatt**
(BS ’67, Credential ’68)
Planned Gift

“I think we all have a responsibility to give back. I want to use my estate gift as a way to let people know that it’s not hard to do. You don’t have to be a millionaire. All of us can do more than we think, especially educators.”

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**Bold, Fresh Thinking: Untying Education’s Gordian Knot**

In an effort to describe the School of Education’s unique approach to identifying and solving the challenges facing public education, we released a special publication in the spring that lays out our philosophy and strengths. Solving the intractable problems plaguing today’s education system requires us to be innovative, bold, and nimble. Read about our approach and download the brochure at [http://education.ucdavis.edu/publication/bold-fresh-thinking](http://education.ucdavis.edu/publication/bold-fresh-thinking).

**Aggie Football Helps School Celebrate 10th Anniversary**

During Parents and Family weekend in October, the School was featured at the Saturday football game against Portland State. A video featuring Dean Harold Levine was part of the Aggie’s special nod to the School and the impact the School has on our region, state and nation.
Critical Theorist and Linguist
Donaldo Macedo
Challenges Educators

Donaldo Macedo, professor and chair of Applied Linguistics at the University of Massachusetts, spoke at UC Davis in May as part of the School’s Distinguished Educational Thinkers speaker series. Macedo’s talk, “The Arizonification of America: The Pedagogical Implications of Latino Students Under Siege,” focused on the role of education schools to “prepare critical educators for the 21st century and a very multiethnic, multicultural world.”

According to Macedo, educators cannot ignore the challenges that come with this new, more complex world where vast numbers of students in K-12 schools are non-white (up to 80% in some parts of Boston, he stated). He argued that teachers are the key to “liberating” students, particularly students of color or those whose first language is not English, from a narrow-minded construct in which “dropping out is an act of resistance” for many of them.

“Teachers do matter,” said Macedo. “Today there is a callous silencing of teachers; they are under siege. But teachers must be allowed to create a space where students can find their voice; teachers can’t do that if they are voiceless themselves.”

Ultimately, Macedo says teachers must be able and willing to “lovingly begin a dialogue” with their students about the obstacles in their path, including racism and the power of language to label and limit people.

“Teachers need to be aware of their assumptions” and open to having conversations that may make them uncomfortable.

Macedo’s talk was co-hosted by the School of Education, Graduate Group in Education, and the Critical Consciousness Speaker Series.

SCHOOL’S YOUNG SCHOLARS PROGRAM TURNING 50 IN 2013

Fifty years ago, the American public was shocked by the Soviet launch of Sputnik, the first artificial satellite to be put into Earth’s orbit. The response was swift and multifaceted: the “space race” had begun, with the U.S. government investing in science education as never before. Most notably, Congress passed legislation to fund the National Science Foundation’s (NSF) Summer Science Training for High Ability Students, which in the late 1980s morphed into the Young Scholars Program.

UC Davis has been hosting students under this program ever since. Though the program no longer receives funding from NSF, each year, the School hosts up to 40 high achieving high school students from all over the world; they spend six weeks conducting original research at UC Davis with a focus on the biological, environmental and agricultural sciences. Upon completion, many of the participants go on to become finalists in the nation’s most prestigious science competitions, and many become doctors, researchers and engineers.

“Through reading research papers, conducting lab work, and doing my own research project, I felt this program was the perfect microcosm for the scientist’s life.”

– YSP participant
In June, more than 80 educators, researchers, deans, and Provost Ralph J. Hexter gathered for the UC Davis STEM Education and Outreach Summit. School of Education faculty, staff and researchers played a key role in planning and executing the summit.

The summit brought together the many people on campus who focus on science, technology, engineering and mathematics (STEM) education to share information and identify campus resources that would be useful to educators, foundations and policymakers.

Keynote speakers included Martin Storksdieck, director of the Board on Science Education at the National Academy of Sciences; Mark Lubell, director of the UC Davis Center for Environmental Policy and Behavior; and Kemi Jona, director of the Office of STEM Education Partnerships at Northwestern University.

Four of the seven roundtable discussions were facilitated by School of Education faculty and staff, including Heidi Ballard, associate professor of environmental education; Arthur Beauchamp, director of the Sacramento Area Science Project; Cindy Passmore, associate professor of science education; and Terry Westover, director of the Center for Education & Evaluation Services. Several other professors and staff of the School participated at the summit.

Roundtable discussions revolved around outreach programs in P-12 classroom sites, curriculum development for P-12 grades and UC Davis undergraduate courses, training grant systems, citizen science research in communities, and evaluation of STEM education and outreach programs.

In October, the School of Education together with its partner the UC Davis Poverty Center hosted a discussion about education policy and its real-world impact on schools with five of California’s most knowledgeable and influential voices:

- Patti Herrera, Riverside County School Superintendents’ Association
- Estelle Lemieux, California Teachers Association
- Dennis Meyers, California School Boards Association
- Stephen Rhoads, Strategic Education Services
- Jeff Vaca, California Association of School Business Officials

“The ‘third house’ refers to those who work at the ‘public’ part of the public policy process,” said Professor Michal Kurlaender, organizer of the event. “Some may refer to them as special interests, but they are only special until they are yours. We are lucky to have them here today to help us think about what is at stake for education in California.”

The discussion was moderated by Professor Thomas Timar. It was co-sponsored by the UC Davis School of Education, the Center for Applied Policy in Education, and the UC Davis Poverty Center. To see and hear the discussion, visit http://webcast.ucdavis.edu/llnd/5e53ed8d.
This fall, Cuban-American children’s author Margarita Engle visited the School’s teaching credential students to share her own story and writing methods. Engle is the School of Education’s 2012-13 KLC Adler Children’s Writer/Illustrator-in-Residence.

In her work with the credential students, Engle introduced one of her books as a possible source for lesson plans in the elementary school classroom. A former botanist and professor at California State Polytechnic University, Pomona, Engle authored a picture book biography called Summer Birds. The beautifully illustrated picture book tells the story of Maria Merian, a real botanic artist from the late 1600s. As a young girl of 13, Merian drew exquisite sketches of insect life cycles and catalogued the transformation of caterpillar to butterfly during an era when most believed that insects were “born of mud” by spontaneous generation. Engle enfolds young readers into Merian’s delight in nature and living creatures.

“Make the best of whatever environment you have,” said Engle to the School’s student teachers during her workshop. She encouraged them to take their students outside the classroom and help them experience a spirit of amazement and wonder as they observe plants and insects. “It can be like a 1900s botanical exploration,” she said. “You don’t need to be technical on the spot.” Engle noted this kind of unit could incorporate learning about insect life cycles, making illustrations, writing poetry, and so on. “Writing takes patience,” she added. “Poetry flows best while in a mood of quiet discovery.”

During her visit to Davis, Engle also facilitated Fred T. Korematsu Elementary School’s first Family Writing Night as a partnership between the KLC Adler Illustrator/Writer-in-Residence program and the Area 3 Writing Project. Engle worked with nearly 150 students and parents as they created poems together in the Japanese “tanka” style. The poems and accompanying illustrations were bound together for each family to take home.

“Margarita is amazing,” said Rebecca Rosa, lecturer/supervisor of the social science credential program and lead faculty on the Writer-In-Residence program. “Her stories have social justice components that can engage both teachers and students at every grade level.”

Engle is the first Latina ever to receive a Newbery Honor. Her award-winning young adult novels in verse include The Surrender Tree, The Poet Slave of Cuba, Tropical Secrets, The Firefly Letters, and Hurricane Dancers. Many of these novels were inspired by her summertime visits as a child to see her grandmother and extended family in Cuba. “No one in Cuba throws anything away, including stories,” she said. Engle has fictionalized Cuban historical facts through the eyes of slaves, holocaust refugees, a suffragette, and even a pirate ship sailor.

Engle will also serve as the School’s featured author in its annual Words Take Wing children’s literature lecture in February (see p. 47 for details).
Deemed by Education Week magazine a “heavy-hitter” in the field of assessment for students with disabilities and English learners, Professor Jamal Abedi was recently chosen to serve on a national panel of experts charged with assessing the validity and fairness of new standardized tests tied to Common Core Standards. Abedi also serves on the Technical Advisory Committee (TAC) of the Smarter Balanced Consortium. The TAC provides guidance on technical assessment matters pertaining to validity and reliability, accuracy, and fairness for English learners and students with disabilities. Members of the TAC are highly regarded national experts who have been widely published in their fields. You can read more about the Smarter Balanced Assessment Consortium at http://www.smarterbalanced.org/about/advisory-committees/.

Abedi is also an architect of a national research agenda for improving educational assessment and instruction for English learners. Abedi was joined in September by John Young of the Educational Testing Service and Joan Herman of the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA, along with 17 other experts on US English learners to develop assessments related to states funded through the federal Race To The Top program.

In the international arena, Abedi also serves on the advisory board to the United Kingdom’s Office of Qualifications and Examinations Regulations, which oversees the accessibility of assessments for students in their education system. Visit http://www.ofqual.gov.uk/how-we-regulate to read the latest document on the board’s work.

Professor Jamal Abedi is an architect of a national research agenda for improving educational assessment and instruction for English learners.

Maintaining High Challenge and High Support for Diverse Learners

Professor Steven Athanases has penned an article on meeting the needs of diverse learners in the September/October 2012 issue of Leadership, a magazine published by the Association of California School Administrators. His article, which demonstrates that “a combination of nurturing and rigor is essential to educating our student population, but targeted supports are also needed to help students meet achievement goals,” appears on pp. 18-22. Access the magazine at http://www.acsa.org.
Education Professor and Undergraduates

Team Up for Research on Latino Success

In academia, it is not often that undergraduate students have the opportunity to work on education research—typically professors supervise graduate students working on research projects.

Steven Athanases, professor of education, was so impressed with four undergraduate students in his Education minor course—Cultural Diversity and Education in a Sociopolitical Context—that he asked them to be on his research team during the 2012 Spring Quarter.

Naficeh Dastgheyb, Mercedes De La Riva, Victor Lagunes and Reynaldo Rodriguez agreed.

Athanases is the lead researcher at UC Davis for “Schools Organized for Latina/o Educational Success” (SOLES), a three-year research project funded by the W.T. Grant Foundation. The project is a study of three urban high schools in California that have shown successful academic outcomes for Latino high school students. The goal is to identify and explore school social structures and resources that promote instruction that engages Latino students in academically challenging work. The study also investigates the cultural resources of teachers and the organizational structures that support the teachers.

As part of the UC Davis project, videos were taken of English and math teachers while they taught in their classrooms in a Northern California high school. Athanases’ student research team reviewed the videos and additional observation data culled from six lessons during an academic year. They analyzed how each teacher introduced and frequently used cultural and linguistic resources, broke down processes explicitly for activities or assignments, and had students collaborate on activities together.

The research experience made an impact on the students in a variety of ways.

“This was a reminder to me that it’s easy to blame teachers for lack of student success,” said Rodriguez, a Latino who would like to be a future teacher. “But it’s not so easy with all the demands on a teacher. How much more effective could teachers be if school administrative issues disappeared?”

“The knowledge I learned in Education 150 all plays a role when I apply it to a real classroom,” said Dastgheyb. An Iranian-American, she is studying human physiology and believes education concepts apply everywhere. “At first I was critical, but I changed my way of thinking to reflect instead.”

“Learning how to research and organize ideas helps me think about what I want to do in my future,” said Lagunes, a Latino who would like to incorporate social justice in his classroom when he becomes a teacher. (Lagunes is now a teaching credential student in the School of Education.)

“There are all these layers, and the layers change,” De La Riva noted. She is a Latina studying community development and is interested in connecting schools with their communities. “These research numbers that exist—what do they really mean? You can’t get perspective using only one discipline, such as psychology or sociology. There are more things at work. This is so valuable when thinking about marginal groups and the achievement gap.”

“I am so pleased with this team,” said Athanases, who found the students’ work and observations invaluable for the project. “I hope to do more of this kind of research mentoring in the future.”
Heidi Ballard Organizes, Speaks at Citizen Science Conference

In August, Associate Professor Heidi Ballard presented “People and Participation: Educational and Community Components of PPSR Projects” at the Citizen Science Community Forum in Canada.

Ballard’s research looks at the impact of the thousands of individuals and hundreds of communities that give their time, energy, and expertise in Public Participation in Scientific Research (PPSR) projects, in a wide variety of contexts and disciplines. Using a framework that attempts to capture the range of ways and contexts in which people may participate across scientific disciplines, Ballard examines both scientific and participant objectives and outcomes. For example, looking across a diverse range of PPSR projects in Northern California allows an examination of how participation impacts individuals in terms of their science and environmental learning, and potentially yields “cumulative impacts” on local communities and landscapes. Visit the conference website for more information: http://www.citizenscience.org/community/conference2012.

Professor and Graduate Student Report on First Catalyst Grant Research

Professor Steven Athanases and PhD candidate Juliet Wahleithner reported their findings at the June Board of Advisors Retreat. Their work was funded with $5,000 from the first Catalyst Fund grant. Their project, “Teacher Inquiry and the Development of New Teacher Scholars for Work with Diverse Youth,” looked at just under 100 inquiries of pre-service teachers over the last seven years to get an understanding of what teachers do with information they collect on their students’ understanding of the content. PhD candidate Lisa Bennett, who could not be present, is also part of the research team.

One of the hallmarks of the School’s Teacher Education program is a focus on teacher inquiry, or research that teachers conduct in their classrooms to ascertain how well their students are learning a particular subject, process, or skill. Conducting teacher inquiry is particularly important, according to Athanases, for new teachers who may be pressured to rely on scripted curricula that do not take into account any unique learning challenges.

“Typically it takes new teachers a few years to really focus on the learners in their classrooms,” said Athanases. “Our model of responsive inquiry helps them put the content they are teaching in the context of specific learners in the classroom.”

In their study, the researchers looked at 96 pre-service English language arts teachers. Just over half of the teachers conducted inquiry in classes with 33 percent to 100 percent English learners (EL). “This is a profoundly different population than we find in many other parts of the country,” said Athanases. In this context that calls for both high challenge and high support, Athanases explains they found it is crucial for teachers to be able to examine and break down the knowledge their EL students need to master the content.

Education Policy Experts Help Campus Assess Access and Affordability for Students

Education professors Heather Rose and Michal Kurlaender have been appointed to the University’s Study Group on Accessibility and Affordability. This group works with the chancellor and provost to identify and evaluate strategies for addressing the issues of accessibility and affordability for UC Davis students, as well as the capacity of our current financial aid resources and programs to meet the needs of students in today’s economy.
This summer, **Rick Pomeroy**, lecturer/supervisor for the science teaching credential program in the School of Education, weighed in on a proposal by Governor Jerry Brown to eliminate the second-year science mandate as one way to cut the state budget deficit. He provided expertise on the possible implications and concerns about reducing science instruction at a time when educators and business leaders are calling for students to receive more instruction in science.

Pomeroy, who is also the president of the California Science Teachers Association (CSTA), wrote a piece in *Thoughts on Public Education*, published by the Silicon Valley Education Foundation, arguing that eliminating the second-year requirement would be short-sighted. “As a way to fix a dysfunctional budget process, this makes absolutely no sense,” writes Pomeroy. Pomeroy was also interviewed on NPR’s *Forum* on June 7. According to the CSTA, this bill (SB 1324) is no longer being considered in the State Senate.

Read Pomeroy’s article “Eliminating second-year science mandate is fast fix with long-term damage” at [http://toped.svefoundation.org/2012/06/13](http://toped.svefoundation.org/2012/06/13). Listen to a podcast of his *Forum* interview at [http://www.kqed.org/a/forum/R201206070900](http://www.kqed.org/a/forum/R201206070900).

Pomeroy serves on the California team to develop implementation plans for the Next Generation Science Standards, along with Professor **Cindy Passmore** and Sacramento Area Science Project Director **Arthur Beauchamp**. Pomeroy is also a member of the advisory board to the California STEM Learning Network and serves on the California Department of Education’s STEM Task Force.

**Allan Bellman**, long-time mathematics credential lecturer/supervisor in the School of Education, has accepted a tenured position at The University of Mississippi in Oxford, Miss., where he will have oversight of all of the university’s math education programs and develop a center for science, technology, engineering and mathematics (STEM) education. Since his appointment in the School of Education in fall 2000, Bellman made long-lasting contributions to our Teacher Education Program and authored several highly regarded textbooks. Of the over 100 credentialed teachers Bellman worked with in our program, many have gone on to leadership positions in math education at both the state and national levels.
California Institute for School Improvement
Joins School’s Policy Center

The California Institute for School Improvement (CISI) joined the Center for Applied Policy in Education (CAP-Ed) in July. CISI’s goal is to provide education leaders with unbiased, accurate, up-to-date, and useful information on education policy that is presented in a thoughtful and accessible way. “We believe that a partnership such as this is central to the University of California’s mission as a public land-grant university,” said Thomas Timar, professor of education policy and CAP-Ed director. “We realize that these are challenging times for education. The CAP-Ed/CISI partnership will bring the resources of the University to the districts to help them make sense of state and federal policies related to teaching and learning.”

CISI is organized around the belief that curriculum and instruction matters—it is the central business of schools. CISI is designed to support district and county instructional leaders. Over 140 school districts and county offices of education are currently CISI members. “We are excited about this new relationship and pledge to continue to provide the high quality of service that has been the hallmark of CISI, as well as to explore ways to provide additional assistance to CISI members,” said Dean Harold Levine.

To learn more about CISI, find out about upcoming workshops and to become a member, visit the CISI site at http://cisi.ucdavis.edu.

New Programs Manager at Center for Applied Policy in Education (CAP-Ed)

This summer, the School of Education welcomed Tina Murdoch as the new programs manager for CAP-Ed. She replaces long-time managing director Julie Maxwell-Jolly, who is now a senior program officer at the Stuart Foundation. “Julie was with CAP-Ed since its inception and has played an integral role in its development over the past eight years,” said Dean Harold Levine. “Much of what the Center has been able to achieve is attributable to her hard work and commitment to helping us realize our shared vision to make the School of Education an important resource for school leaders both at the district and state level.”
As part of an emerging partnership between Vallejo City Unified School District (VCUSD) and the Cooperative Research and Extension Services for Schools (CRESS) Center, representatives of both groups attended the Children’s Defense Fund’s national conference in July. They came away with knowledge, tools, and a lot of hope for their work with youth throughout Northern California.

“With the support of the Sierra Health Foundation, we were able to send a delegation of folks from both the School of Education and Vallejo City Unified to what proved to be a very empowering conference,” said Vajra Watson, director of research and policy for equity in the CRESS Center, which is housed in the School of Education.

The focus of the conference was a good fit for the work Sacramento Area Youth Speaks (SAYS) and VCUSD are doing together, according to Watson. “The conference was well-aligned to our work on juvenile justice issues and offered workshops and presentations on all the ways to dismantle the school-to-prison pipeline and how to reform the education system to improve the lives of youth in and out of school.”

According to Andre Tillman, one of the SAYS poet-mentors who deliver the program in partnership with classroom teachers, the best part of the conference was connecting with many of the young people who attended. He also expressed some frustration with the emphasis on negative statistics.

“I am disappointed with the fact that all of the research gathered about ‘African-American’ and ‘Hispanic’ children was negative. Not one time did I see any statistic that showed how these young people are improving,” said Tillman.

SAYS program coordinator Patrice Hill pointed to the information on juvenile justice issues that she can bring back to the students she works with directly. “The information I received at the workshop that dealt specifically with how young people are basically being funneled into prison rather than college inspired me to create a writing workshop that centers on the theme of keeping our youth out of the prison pipeline and getting them into the college pipeline.”

All of this work is an extension of an ongoing partnership between the School’s Center for Community School Partnerships (CCSP) and VCUSD. For instance, when district superintendent Ramona Bishop took over the helm in Vallejo, she called on Kindra Montgomery-Block, director of training and community relations, and bel Reyes, community schools program director, to facilitate listening sessions with community organizations and leaders to ensure that the work the district engages in really helps those students who are most at risk for disciplinary action and dropping out.

In October, VCUSD received a $75,000 planning grant from Sierra Health Foundation, along with five other counties, to develop model juvenile justice components. Four of the six will receive two-year implementation grants of $400,000 each to put their models into action. In addition, the district received a $1.2 million grant from the U.S. Department of Education to support their Full Service Community Schools effort, in which CRESS/CCSP will play a major role.

Bishop lauded CCSP staff and Watson for their role in this work. “Kindra and bel have been with us all the way, and Vajra will be an integral part of our Positive Youth Justice Initiative. We are, in Vallejo, creating a system where all students will benefit from a quality educational system and we could not do this work so rapidly without the efforts of these valuable CRESS leaders,” said Bishop, who worked with CRESS and CCSP staff when she served as associate superintendent at Twin Rivers Unified School District.

Andre Tillman
New Book on the Use of Literacy to Teach Science

Sacramento Area Science Project director Arthur Beauchamp has co-authored a new book for science educators. *Success in Science through Dialogue, Reading and Writing* provides a framework for incorporating teaching techniques that make use of dialogue, reading and writing to increase student achievement in science. This unique framework incorporates literacy techniques seamlessly into science instruction. In this paradigm, instruction places student thinking at a central place in instruction and focuses on the most effective use of literacy tools, such as writing, to deepen students' understanding of science. The book is timely in that it helps secondary science teachers address the reading and writing expectations of the Common Core Standards.

"This book took my notion of the relationship between people and writing and turned it around," said editor Jim Hollander, a journalist. "It suggests that with proper methodology, writing—as well as reading and dialogue—are tools that can be used to push and prod a mind beyond its routine boundaries."

Beauchamp's co-authors are Judi Kusnick, professor of geology at CSU Sacramento, and Rick McCallum, a lecturer in the Graduate School of Education, UC Berkeley. For information on how to order the book, visit [http://sasp.ucdavis.edu](http://sasp.ucdavis.edu).

UC Davis Math Project Hosts Seminar: Transitioning to Common Core Math Standards

The UC Davis Mathematics Project (UCDMP) hosted a professional development seminar in September for just over 100 district and site administrators and teacher-leaders to help ease the upcoming transition to the California Common Core State Standards in Mathematics (CaCCSS-M). Two nationally renowned speakers shared their insights on the new standards, where to find curriculum resources, and what administrators and teachers can do now to begin implementation.

Patrick Callahan, statewide co-director of the California Mathematics Project and a content leader for the national Illustrative Mathematics Project, demonstrated how the Common Core Standards will be consistent throughout K-12 grades—in mathematics as well as in other areas, such as English and science. "Evidence of understanding and constructing viable arguments at all grade levels will be a key practice," he said. "Having the correct solution is not sufficient enough. Students will need to explain their reasoning to support their answers."

Callahan also emphasized that most arguments can be improved with revision and feedback. This is a more common practice in English classes, he said, but will be a new expectation for math and science courses.

continued on page 40
In the spring and summer of 2012, the School of Education’s Center for Community School Partnerships (CCSP) interviewed youth in South Sacramento in partnership with People Reaching Out and The California Endowment’s South Sacramento Building Healthy Communities Initiative.

The South Sacramento Youth Block Report Ethnographies Project captures youth voice and culture to increase understanding of the cultural phenomena connecting youth who live in the South Sacramento area.

Fundamentally, the Youth Block Report research is about equity: a South Sacramento call to action for schools, families, universities, and community partners alike.

Led by the CCSP’s Kindra Montgomery-Block, director of training and community relations, and bel Reyes, community schools program director, a team of researchers spent six weeks with youth throughout South Sacramento to help them identify areas for improvement in their communities and how they could make a positive change.

The result was the Youth Block Report which features the hopes and dreams of youth who learned how to identify and analyze things in their communities they would like to change and provided them with the opportunity to propose solutions.

“Our goal was to help youth highlight strengths in their communities rather than amplifying the challenges as insurmountable,” said Montgomery-Block.

The report, available online at http://education.ucdavis.edu/post/south-sacramento-building-healthy-communities, features interviews with 10 middle school students who participated in the project.

Francheska, who is 13 years old and identifies herself as Native American and Mexican, says that she liked getting out into the community and working in teams. “We got to take pictures of what was wrong with the community. We’re just trying to live better in this world,” she said.

Another participant, David, said the project helped him connect with people in the surrounding community. When asked what he would change in his neighborhood if he had a magic wand, he said, “I would take away the helicopters and gun shots. And then I would add a beautiful garden with a giant waterfall, like a super huge garden.” David is 13 and describes his ethnicity as Black.

“We hope the ethnography research will inform the efforts of the South Sacramento Building Healthy Communities Initiative by examining the voice and culture of the youth-lived experiences,” according to Reyes.

Note: The ethnographies were collected by education graduate students organized by Angela Booker, assistant professor of education.

UC Davis Math Project Seminar (continued from page 39)

David Foster, executive director of the Silicon Valley Mathematics Initiative, focused on how assessments for CaCCSS-M will differ from today’s No Child Left Behind assessments. As a consultant to the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Stanford Center for Assessment, Learning and Equity (SCALE) that in turn advise the Smarter Balanced Assessment Consortium (SBAC), Foster showed SBAC’s sample assessment items and performance tasks that the consortium developed for both English and mathematics.

Pam Hutchison and Julie Orosco, co-directors of the UCDMP, presented the seminar to help administrators and teachers think about what they can do now to pave the way for CaCCSS-M and the new assessments. “This is a huge shift in teaching math,” Orosco said. “Laying the groundwork and trying new approaches now will make it easier for each site when they’re assessed in two years based on the new standards.”

The UCDMP offers more professional development opportunities and resources online at http://education.ucdavis.edu/uc-davis-math-project.
Sacramento Area Youth Speaks (SAYS) Hosts National Experts in Writing and Spoken Word Poetry at Summer Institute

In July, Sacramento Area Youth Speaks (SAYS) held a summer institute featuring Linda Christensen, director of the Oregon Writing Project at Lewis and Clark College, and Josh Healey, a renowned spoken word artist and educator who co-founded the spoken word program at the University of Wisconsin. Christensen worked with the group on college essay writing for all ages, and Healey linked spoken word poetry to academic content standards.

Attendees included SAYS poet mentors and Twin Rivers Unified School District’s middle school and high school language arts teachers who are engaged in SAYS’ Improving Teacher Quality (ITQ) partnership with the district. SAYS poets who represented Sacramento at the international spoken word poetry competition Brave New Voices also attended.

SAYS director Vajra Watson told the group, “It was a thrill to have these amazing nationally recognized experts here to provide such rich professional development for all of us. The subsequent discussions further strengthen my belief that the common ground we all stand on is a relentless pursuit to engage and educate all young people.”

Learn more about SAYS and see more photos of the institute at http://ucdavis.edu/ucdavis-today/2012/september/04-slam-poetry.html.

Note: The ITQ program is funded through a grant from the California Postsecondary Education Commission.

Why Do YOU Give?

Susan Davis (Credential ’73) Annual Fund Donor

“I consider my life-long commitment to education a personal responsibility. I give to the School of Education’s Annual Fund because I see clear direction and meaningful results. Through the Annual Fund, I can assist aspiring teachers and help the School increase its capacity to serve and support our talented, dedicated future teachers, educators and leaders.”
In October, the California Afterschool Network (CAN), in partnership with the California STEM Learning Network (CSLNet), announced a new initiative to strengthen STEM education through after-school programs throughout California. The announcement was made at the annual CSLNet conference in San Diego.

The initiative, Power of Discovery: STEM², is a joint effort to mobilize a broad coalition of stakeholders who will work together to increase quality STEM (science, technology, engineering and math) learning opportunities in Out-of-School Time (OST) programs. It focuses on the creation and implementation of a robust, statewide system of regional and virtual providers to implement comprehensive cross-sector partnerships that are intended to increase the professional capacity of OST programs to offer high quality STEM learning opportunities.

“I am very pleased to be here as we launch this exciting cross-sector effort in a new approach to greatly expand STEM learning opportunities for California’s students,” said Dean Harold Levine at the conference launch. “The UC Davis School of Education is thrilled to be part of this effort that has tremendous potential to be a model for the nation.”

This initiative is made possible with the generous support and partnership from the S.D. Bechtel Jr. Foundation, the Noyce Foundation, and the Samueli Foundation. To learn more about the Power of Discovery initiative, visit the California Afterschool Network at http://stem.afterschoolnetwork.org/power-discovery-stem-initiative.
Since early in the School of Education’s history, our Board of Advisors has played a key role in providing advice to the dean and helping the School stay connected to the broader community. At the ten-year mark, the Board is more critical than ever to ensuring the School keeps its eye on the needs of the region and state. Through their diverse experience and influence, they serve as key ambassadors for the School.

“The School of Education is privileged to have a truly outstanding Board of Advisors. Each one of these individuals is passionate about the promise of public education and, as well, the School’s role in helping address the challenges to that promise. Their individual, and collective, support for the School is something I am deeply proud of,” said Dean Harold Levine.

The Board is chaired by Rick Fowler, who is also president and CEO of The Community College Foundation, a national nonprofit focused on improving communities through education. Just a glance at some of the highlights of his career and service make it clear why the dean asked him to take over the helm of the Board of Advisors when Meg Stallard (BA ’68) stepped down after serving six years as its founding chair.

Fowler’s service to his country, our region, and UC Davis are unsurpassed. In addition to his leadership at The Community College Foundation, Fowler serves as Vice Chairman of Golden Pacific Bancorp and is a California Chamber of Commerce board member. He was honored as Sacramento’s 2005 Humanitarian of the Year by United Cerebral Palsy and was the Sacramento Metro Chamber’s 2010 honoree for the Peter McCuen Award for Civic Entrepreneurship. Fowler served a distinguished career in the Air Force, serving as the Deputy Inspector General of the Joint Chiefs of Staff in the Pentagon, after having commanded the airlift wing which provided worldwide airlift for military patients and casualties. He was a command pilot and space systems operations officer; his military decorations include the Legion of Merit, two Distinguished Flying Crosses, and a dozen Air Medals. For a full biography, visit the School’s website at http://education.ucdavis.edu/boa-profile/rick-fowler.

We recently talked with Fowler about his thoughts on UC Davis’s role in our region, his service to the School, and what he thinks the future holds.

What do you think UC Davis’s role is in our region?

“UC Davis is a major, robust university, interested in being a real partner in our communities. The campuses in Sacramento and Davis are an important part of our regional fiber and economy.”

What role do you think the School of Education plays?

“The School of Education has stepped up to UC President Mark Yudof’s challenge to all of the UC campuses to be leaders in K-12 education in California. We’re blessed to have a visionary dean who has led the School to being a statewide leader in so many areas, including the preparation of 21st century teachers, the charter school partnership in West Sacramento, and in the outreach programs that recharge teachers. All of this work is creating more energy in education throughout the state.”

Can you reflect on the dean’s role in making the School of Education unique?

“The dean’s vision is broad and inclusive, reaching far beyond Davis. Dean Levine is not just a manager of his institution who

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In September, the School of Education’s Board of Advisors held their quarterly meeting at the School’s West Sacramento Early College Prep charter school (West Sac Prep). Board members were given a tour of the school, interacting with teachers and students during classes. Executive Director Yolanda Falkenberg, Professor Tobin White, and West Sac Prep board members Dayton Gilleland, superintendent of the Washington Unified School District, and Kathryn Jeffery, president of Sacramento City College, led a discussion with the board about the school. (Washington Unified and Sac City College are the School of Education’s partners in managing West Sac Prep.)

Falkenberg explained that “engagement” is key to the harmony and productivity that the board members remarked on after their tour. “We are getting at the grit and desire we know all young people have in them,” said Falkenberg.

Focused on the Future (continued from page 48)

will do some good things for it. His vision and engagement are much broader, going far beyond our region to include our state, our nation, and even other nations.”

What are your thoughts on your service as chair of the Board of Advisors?

“I responded to the dean’s request to serve as chair because I believe in what he is doing and want to support him. In this board, he has assembled a diverse group of accomplished leaders who are passionate about education. Together, we represent an extremely broad range of experience.”

What is the most important role the Board of Advisors can play to strengthen the School?

“Our job is to leverage the dean’s vision to improve education. We are a supportive, trusted and responsive sounding board for feedback based on our diverse experiences throughout the fabric of the state’s educational milieu. We can participate with the dean in shaping the strategies of the School to the extent that he is comfortable. I am grateful that he has given us many opportunities to do just that. In the main, each of us is on the board because of the great respect we have for the dean and our confidence in his vision.”

What are your hopes and aspirations for the School moving forward?

“One of the biggest challenges we face as a board is to help the dean create future educational leaders with the passion to take what the School is doing now and expand it greatly. We need to ensure that this dean’s visionary work doesn’t end with his tenure as dean. This School is creating leaders to stand on his shoulders.”
New Vice Chair

Jeanne Reaves, who has been a member of the School of Education's Board of Advisors since 2009, was recently named vice chair.

“We are truly fortunate to have Jeanne play such a critical role for the School,” said Dean Harold Levine. “I value her wisdom and insight.”

Reaves has a proven track record of successfully overcoming the issues facing businesses today. She now leverages that experience for her clients as president and CEO of Jeanne Reaves Consulting. Her accomplishments and prominence in corporate and nonprofit sectors have been widely recognized and honored. Named one of Sacramento Magazine’s 50 Most Powerful People and honored by the Sacramento Metro Chamber as Sacramentan of the Year in 2009, Reaves draws upon her vast business talents to help organizations succeed.

Reaves served as president and CEO of River City Bank, one of Sacramento’s largest locally-owned banks, for more than a decade, and continues to serve as chair and board member of numerous organizations.

“I joined the advisory board because education is our future,” said Reaves. “If we can all work together to ensure teachers are receiving ‘up-to-date’ ways of teaching our children and support them, then we have done our best for this country. We cannot stand back and wait for someone else to assist—it won’t get done. Education is not just for children who will run our country in the future but it is for those of us who are living in this country today—it is our foundation.”

What I Like About the School of Education

“The School of Education has made great strides in its short ten-year history. I am impressed with Dean Levine’s integrity, and his willingness to ask questions and take suggestions. He reaches out and incorporates new ideas; that makes for a healthy institution. I believe the School of Education is relentless about helping kids achieve.”

– Jorge Ayala, Yolo County Superintendent of Education and member of the School’s Board of Advisors
Student Scholarships
Make a World of Difference

In the last ten years, hundreds of School of Education students have received the generous support of scholarships funded by gifts from alumni and friends. Some recipients shared their gratitude with the Catalyst.

Lynn Romano (Credential ’12, MA ’13)
2011-12 Guardian Teacher Scholarship, funded by The Stuart Foundation

“My life experiences (as a former foster child) are the root of my passion to help students who are underrepresented due to poverty and cultural barriers. No words can truly describe my gratitude and appreciation for (this) generous gift … it has helped alleviate a lot of financial stress. I have never felt so special and honored in my life.”

José Bermudez (Credential ’06, MA ’07)
2005-06 Susan Schnitzer Fellowship in Teacher Education, funded by Susan Schnitzer (BA ’78, Credential ’78)

“My dreams are becoming a reality thanks to the School of Education and those that support young educators. The Susan Schnitzer Fellowship supported me by serving as a springboard launching me to become an effective and successful educator. In the last seven years, I have served as a kindergarten, third grade, fifth grade and sixth grade teacher. Now as a 29-year-old elementary school principal, I feel even stronger about continuing to work for our kids—to make our world a better place for them and for those to come. I’m even more grateful now than before for the support that the Susan Schnitzer Fellowship provided me. I know that without that support, I would not be an elementary school principal serving our community.” José Bermudez is a member of the School’s Alumni Council.

Francisco Gallardo (Credential ’12)
2011-12 Boyd Family Foundation Scholarship

“I am a young Latino male who grew up in Santa Cruz, Calif. I am proud to say that I am the first person in my family to attend a university. This scholarship has helped provide me with the opportunity to attend one of the best Multiple Subject Education Credential/Masters programs in the state and has lifted a financial burden off my shoulders … (it) has given me the freedom to focus on my education and become a well-prepared elementary school educator.”

Antoinette Corbin (Credential ’10, MA ’11)
2009-10 School of Education Alumni Scholarship

“This scholarship means a lot to me as a single mother. I have small children and this helps me take care of them while I pursue my ‘second life’ as a science teacher. I am so grateful to be able to help students mature into thoughtful young adults who are passionate about learning.”

To support a student scholarship, contact Adrienne Capps at adcapps@ucdavis.edu or (530) 754-7024.

Why Do YOU Give?

Susan Schnitzer, (BA ’78, Credential ’78)
Established the Susan Schnitzer Fellowship in Teacher Education

“It’s truly inspiring how supporting one student, like José Bermudez, can have a community-wide effect touching the lives of many. I’m so proud to be able to support students at the UC Davis School of Education knowing that it has such a great ripple effect.”

Make Your Gift Today

Check or Credit Card: Make a one-time gift via check payable to “UC Davis Foundation” with the enclosed envelope.

Online: Make a one-time gift via credit card using our secure website: http://giving.ucdavis.edu/schooled

For more information, please contact Adrienne D. Capps, Associate Dean of Development & External Relations at adcapps@ucdavis.edu or (530) 754-7024.
Register Now for Shakespeare Works when Shakespeare Plays

January 18 – 20, 2013
Robert and Margrit Mondavi Center for Performing Arts at UC Davis

Don’t miss this incredible weekend filled with practical approaches to teaching Shakespeare in the classroom. Read about the conference presenters, registration, booking a hotel room, and more at http://shakespeareplays.ucdavis.edu.

Fifth Annual Sacramento Area Youth Speaks Summit
May 3, 2013

Upcoming Speakers in the Distinguished Educational Thinkers Series

- Guadalupe Valdes, Professor, Stanford University
  Groundbreaking work on language in academic contexts – taking the lead in new ways to think about language in the common core standards.

- Noah Finkelstein, Professor, University of Colorado, Boulder
  Well-known for his work in physics/science education. Serves as one of the principal investigators of the Physics Education Research group and the Integrating STEM Education initiative at University of Colorado, Boulder.

- Barbara Rogoff, Professor, UC Santa Cruz
  Investigates cultural variation in learning processes and settings, with a special interest in communities where schooling has not been prevalent.

Professional Development for Teachers

- Science in the River City – Sacramento Area Science Project
  Professional development workshops for 3rd – 12th grade teachers

- Area 3 Writing Project
  Super Saturday workshops for K-12 teachers
  December 1, 2012; January 12, 2013; February 23, 2013

- UC Davis Math Project
  January 26, 2013; March 16, 2013
  For information on these professional development opportunities, visit http://education.ucdavis.edu/calendar.

Academic Literacy Summit 2013

January 31, 2013
8:30 a.m. – 4:00 p.m.
UC Davis Conference Center

Words Take Wing: Honoring Diversity in Children’s Literature

Featuring Author Margarita Engle

Tuesday, February 12, 2013
10:30 a.m. – Freeborn Hall
7:00 p.m. – Student Community Center
Tickets: $7 students, $15 general admission
For more information, visit http://education.ucdavis.edu/words-take-wing.
Hold the Date!

**Honoring Educators Gala**

Tuesday, May 21, 2013
UC Davis ARC Ballroom

The School of Education is proud to celebrate and honor the achievements and contributions of educators at our sixth annual reception.

[Aggie Football Game]

[Fall Welcome Celebration]

Keep an eye on our website for more opportunities to celebrate with the School during this exciting year.

http://education.ucdavis.edu/