

RESEARCH

April 2014



In this issue of the UC Davis School of Education's spring Research newsletter, we highlight work our faculty and students are presenting at the annual meeting of the American Educational Research Association in Philadelphia.



Harold Levine

Notably several of our presentations cover research into the language use and learning of Latinos or other diverse learners. We also feature a study that looks at how well nonformal schools in Bangladesh serve girls. This research has significant implications for the education of girls in developing countries, who are often shut out of formal primary education. Other areas of the School's expertise are apparent in the number and diversity of presentations on formative assessment, college readiness, and teaching.

Finally, we are pleased to share two examples of the growing recognition our School is receiving for its scholarship and service to education. First, just 12 years after our founding, the School has been ranked in the top 50 schools of education in the nation by U.S. News and World Report. This is a significant accomplishment given our size and age and is a testament to the hard work and stature of our faculty and students. Second, we share the news of a recent honor our colleague Jamal Abedi has received from the UC Davis Academic Senate for Distinguished Public Service. I cannot imagine a more deserving recipient.

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

Dean Harold G. Levine

Jamal Abedi Recognized by Peers for Distinguished Public Service

Professor Jamal Abedi has received a 2014 Distinguished Scholarly Public Service Award from the UC Davis Academic Senate. The award recognizes significant contributions to the world, nation, state or local community through distinguished public service. Up to four awards are made annually.

Abedi is an internationally renowned scholar in the area of educational assessment. His nominator, Professor Robert Bayley noted, "I witnessed firsthand not only the scholarly rigor that Professor Abedi brought to [a project to examine reading assessments for students with disabilities], but also the kindness and graciousness with which he treated all members of the research team and his passion to ensure that the work we are doing would have a positive impact on the life chances of American children, regardless of disability status."

In addition to Abedi's preeminence in his scholarly field, Abedi volunteers countless hours to national and international groups engaged in making standardized testing practices more equitable. Learn more about Abedi's research at <http://education.ucdavis.edu/faculty-profile/jamal-abedi>.



Jamal Abedi

"Abedi volunteers countless hours to national and international groups engaged in making standardized testing practices more equitable."

What Happened to Language in the Language Arts?

Educators are in near universal agreement that finding ways to incorporate students' everyday use of language in the classroom is a worthy goal. The argument often revolves around making the curriculum more relevant and, thus, more engaging for youth.

Rarely, however, do educators ask students to analyze and reflect on their own uses of language, particularly not in classrooms with a majority of English learners.

In a recent study, two UC Davis School of Education researchers found that having students focus on their use of language improves their understanding of the need to adjust language for different audiences and increases their confidence in the use of academic language.

Danny C. Martinez, assistant professor of education, and Elizabeth Montaña, lecturer/supervisor in the School's Teacher Education program, facilitated a two-year participatory study led by seventh and eighth grade students and their teacher at a small urban charter school. The student body was 97 percent "Hispanic or Latino."

In the first year, students were asked to write a persuasive essay, adjusting the language for two different audiences: 1) "friend, family or peer" and 2) "professional." In the second year, students made short films documenting themselves using language in different social contexts.

Very early in the project, the researchers realized that there is little discussion about language itself in English language arts classes. "It became clear that in language arts instruction, we simply don't talk about language enough," they wrote.

According to the researchers, this is an important oversight for a number of reasons. First, the focus on standardized testing limits the language use teachers reinforce in the classroom. Second, students, particularly students who don't speak English as their first language and who live in environments with rich linguistic complexity, internalize the dominant culture's negative judgment of non-standard English. The result can be students unable to take control of the language they use or to leverage their use of language for academic success.

Students' reflections in this study indicate a sophisticated understanding among the students of how language varies depending on audience and how that understanding can improve their verbal and written use of language for school.

"Youth not only took translation beyond the literate purposes of translation," wrote the researchers. "They came to understand their translation as part of a larger set of skills that were meaningful for academic purposes and for navigating their diverse communities."

Martinez and Montaña will present "What Happened to Language in the Language Arts? Latina/o Middle School Youth on Language" at the annual meeting of the American Educational Research Association on Saturday, April 5.



Danny C. Martinez



Elizabeth Montaña



Jamal Abedi, professor of education, is co-editor of AERA's *Review of Research in Education*, Vol. 37. Specializing in educational and psychological assessments, Abedi's research focuses on testing for English language learners and issues concerning the technical characteristics and interpretations of these assessments. Abedi is the author of many publications in the assessment of and accommodations for English language learners and serves on advisory committees for several major assessment organizations. He advises a number of states on testing for English learners and children with disabilities.

Rebecca Ambrose, associate professor of education, researches how children solve mathematics problems and works with teachers to apply what she has learned about the informal strategies children employ to differentiate and improve instruction in math.

Steven Athanases, professor of education, serves on the editorial board of AERA's *Educational Researcher* and is being recognized by AERA for the second year in a row as an Outstanding Reviewer. He researches issues of cultural and linguistic diversity and educational equity in teaching, adolescent learning, and teacher education, with a focus on literacy and English language arts.

Cynthia Carter Ching, associate professor of education, conducts research on learning technologies, designing innovative technology-rich curriculum and learning environments in schools, and providing how-to technology professional development online and face-to-face for K-12 teachers.



Cynthia Carter Ching

Nancy Ewers, postdoctoral researcher, focuses on assessment and issues of accessibility for English language learners and students with disabilities. Ewers received her PhD at the School of Education in 2012.

Christian Faltis, Dolly and David Fiddymet Chair in Teacher Education, is co-editor of AERA's *Review of Research in Education*, Vol. 37. Faltis has a range of expertise in teacher education, particularly preparing teachers to work in classrooms and

schools where immigrant children and adolescents are becoming bilingual, adding English to their language and learning experiences. Faltis is the Director of Teacher Education in the UC Davis School of Education and editor of *Teacher Education Quarterly*.

Kevin Gee, assistant professor of education, researches the impact that school-based health policies have on children's health and educational outcomes; he examines this issue globally, particularly within developing countries of Sub-Saharan Africa and the Middle East, as well as domestically in the United States. Gee also has expertise in conducting large-scale evaluations of education policies and programs using experimental and quasi-experimental designs.

Paul Heckman, professor of education and associate dean, studies curriculum theory and change; educational ecology of communities; educational leadership; school, curriculum and community change; school restructuring; organizational arrangements and structures; school culture, change and cognition.

Jacob Jackson, postdoctoral scholar, researches educational policies and programs that impact students in both K-12 and higher education.

David F. Jelinek, associate director of teacher education, studies gifted and talented education, teacher inquiry and lesson study. His research investigates the impact of educational practices, particularly for traditionally underrepresented student populations. As the project manager and principal investigator for the Jacob Javits Gifted and Talented Program, he examined alternative identification measures for gifted students in underrepresented populations, then developed an enrichment program and conducted a professional development for teachers, using lesson study as a means to analyze the effectiveness of differentiated instruction in mixed classrooms of students with varying abilities.

Michal Kurlaender, associate professor of education, researches students' educational pathways, in particular K-12 and postsecondary alignment, and access to and success in postsecondary schooling. She has expertise on alternative pathways to college and college readiness at both community colleges and four-year colleges and universities. In addition to working with national data, Kurlaender works closely with administrative data from all three of California's public higher education sectors—the University of California, the



David F. Jelinek

California State University, and the California Community College systems. Kurlaender also studies the impact of racial and ethnic diversity on student outcomes.

Harold G. Levine is dean of the UC Davis School of Education. Levine's research interests and publications focus on the study of a wide range of organizations and cultural practices using qualitative, observational methods. The settings for his work include schools, cultures (the Kafe of Papua New Guinea), youth groups and movements, mother-child dyads, corporations, manufacturing "shop floors," and small businesses. In all of his work he has examined how individual action and decision making both impact, and are constitutive of, cultural practices. Levine's most current interests are in the area of education policy.

Danny C. Martinez, assistant professor of education, studies the regularities and variances in the language and literacy practices of Black and Latina/o youth in English Language Arts classroom settings. His work documents the linguistic dexterity of Black and Latina/o youth despite teaching practices that fail to treat the linguistic resources of these youth as a resource for learning. Martinez is interested in engaging language and literacy scholars in humanizing research practices that center on nondominant youths' linguistic rights.

Elizabeth Montaño, lecturer/supervisor of teacher education, recently joined the School' teacher education faculty and brings both teaching and research experience to the position. She taught in middle school settings for 11 years and completed a doctorate in Educational Leadership for Social Justice at Loyola Marymount University. Her research

Continued on page 6

THURSDAY, APRIL 3

Noon - 1:30 p.m.

Lisbeth Cruz

“From High School to College: Parental Practices of Latino First-Generation College Students.” (Symposium: Bridging Home, Community, and School: Latino Parent Aspirations for Higher Education) – *Marriott, Fifth Level, Grand Ballroom J*

Rosa Gomez-Camacho

“Higher Education Aspirations: Family Characteristics and Parental Practices.” (Symposium: Bridging Home, Community, and School: Latino Parent Aspirations for Higher Education) – *Marriott, Fifth Level, Grand Ballroom J*

Pamela R. Gourley-Delaney

“Parent Beliefs About Early Mathematics Skills and the Role of Board Games in Promoting Mathematical Understanding.” (Roundtable: Mathematics Teaching and Learning in Early Childhood) – *Convention Center, 400 Level, Terrace IV*

Michal Kurleander, Juliet Michelsen Wahleithner, Kelsey Krausen & Manuelito Biag (Stanford)

“How Youth Perceive the Importance of College: A Descriptive Analysis of Information Sources.” (Poster Session: Division G, Section 2) – *Convention Center, 200 Level, Hall E*

Rosa Manzo

“Linking School and Community: An Examination of Parental Practices in a Latino Farmworking Community.” (Symposium: Bridging Home, Community, and School: Latino Parent Aspirations for Higher Education) – *Marriott, Fifth Level, Grand Ballroom J*

2:15 p.m. - 3:45 p.m.

Bahareh Abhari

“Status of Formative Assessment in Mathematics by State as Reported by State Assessment Directors.” (Poster Session: Present and Future Formative Assessment Practices) – *Convention Center, 100 Level, 121C*

Rebecca Ambrose, Leslie Banes, Heather Martin & Rachel Marie Restani

“Orchestrating Equitable and Productive Discussion: Elementary Teachers’ Implementation of Mathematics Professional Development.” (Roundtable Session: Elementary and Early Childhood Math Professional Development) – *Convention Center, 400 Level, Terrace III*

Nancy Ewers

“Formative Assessment Practices in Northern California Classrooms.” (Poster Session: Present and Future Formative Assessment Practices) – *Convention Center, 100 Level, 121C*

Katherine Hayes

“Formative Assessment According to Experts: A Delphi Approach.” (Poster Session: Present and Future Formative Assessment Practices) – *Convention Center, 100 Level, 121C*

Paul Heckman

“Formative Assessment and What is Missing from Student Learning.” (Poster Session: Present and Future Formative Assessment Practices) – *Convention Center, 100 Level, 121C*

Kimberly Mundhenk

“Finding Classrooms: Methodology for Identifying Classrooms and Schools for Surveys and Case Studies.” (Poster Session: Present and Future Formative Assessment Practices) – *Convention Center, 100 Level, 121C*

Thomas Shirley

“Formative Assessment in the International Context.” (Poster Session: Present and Future Formative Assessment Practices) – *Convention Center, 100 Level, 121C*

FRIDAY, APRIL 4

8:15 a.m. - 9:45 a.m.

Rosa Manzo

“Youth Engagement Through a University-Community Partnership, Chicano/a Studies Curriculum, and Community Art Projects.” (Working Group Roundtable: Together We Can Do So Much: Creating Community and Building Collaborations in Community-Based Participatory Action Research) – *Marriott, Fourth Level, Franklin 8*

Danny C. Martinez

“Transcultural Communicative Repertoires of Black and Latina/o Youth in Superdiverse Local Contexts.” (Roundtable Session: Complicating Superdiversity Through Children and Youth’s Communicative Repertoires) – *Convention Center, 400 Level, Terrace IV*

2:15 p.m. - 3:45 p.m.

Harold Levine

“Education Research Schools Respond to New Foundation Activism.” (Education Research Schools Respond to New Foundation Activism) – *Convention Center, 100 Level - 124*

4:05 p.m. - 5:35 p.m.

Elizabeth Montañó

“Becoming Unionized in a Charter School: How Charter School Teachers Navigate the Culture of Choice.” (Symposium: The New Educational Structures of Neoliberalism: Pitfalls and Possibilities of Charter Schools and Other “School Choice” Arrangements) – *Marriott, Fourth Level, 406*

SATURDAY, APRIL 5

8:15 a.m. - 9:45 a.m.

Michal Kurleander & Jacob Jackson

“Current Approaches to Broadening Access to Postsecondary Education.” (Invited Session) – *Marriott, Fourth Level, Franklin 13*

Danny C. Martinez & Elizabeth Montañó

“What Happened to Language in the Language Arts? Latina/o Middle School Youth on Language.” (Symposium: Leveling the Language of Multilingual/Multicultural Students: Toward Pluralizing Definitions of Academic Language and Humanizing Pedagogy) – *Marriott, Fourth Level, Franklin 3*

Susan O’Hara

“Framing the Teaching of Academic Language to English Learners: A Delphi Study of Expert Consensus.” (Symposium: Teaching and Teacher Education) – *Convention Center, 100 Level, 120C*

FEATURED OPEN SESSIONS

Chaired by UC Davis School of Education Researchers

SUNDAY, APRIL 6

10:35 a.m. - 12:05 p.m.

Renatta DeFever

“Language Acquisition Trajectories of English Learner Students in California: Examining Student and School Factors.” (Roundtable: Variations in Second Language Use and Acquisition Across Contexts) – *Convention Center, 400 Level, Terrace IV*

Elizabeth Friedmann

“Financial Aid at California Community Colleges: Interactions of State and Federal Aid Programs.” (Paper Session: P-20 Education Finance) – *Marriott, Fourth Level, Franklin 11*

David F. Jelinek & James Stillwaggon (Iona College)

“Rope, or, Accountability: Educational Policy and the Fantasy of Teaching.” (Roundtable: Critical Perspectives on Policy and Practice) – *Convention Center, 400 Level, Terrace IV*

Yuuko Uchikoshi

“Development of Phonological Awareness Skills: The Roles of Vocabulary and Concepts about Print.” (Poster Session: Understanding the Literacy Skills of Early Readers and Writers) – *Convention Center, 200 Level, Hall E*

2:15 p.m. - 3:45 p.m.

Cynthia Carter Ching

“People Who Walk to School Have a Big Advantage’: Physical Sensor Immersion in Life-Wide and Life-Deep Contexts.” (Symposium: Of Bodies and Minds: Immersive Physical Sensor Technologies and STEM Learning) – *Marriott, Fourth Level, Franklin 11*

Kevin Gee

“Achieving Gender Equality in Learning Outcomes: Evidence from a Nonformal Education Program in Bangladesh.” (Paper Session: Toward Equality, Inclusive Practice, and Strategic Leadership in International Education Settings: Lessons Learned from Bangladesh, Nicaragua, and Thailand) – *Convention Center, 100 Level, 102A*

4:05 p.m. - 5:35 p.m.

Tobin White, WenYen Huang & Scot McRobert Sutherland

Participatory Learning, Games, and Civic Engagement

Cynthia Carter Ching, Chair

Thursday, April 3, Noon to 1:30 p.m.

Convention Center, 400 Level, Terrace IV

Female Experiences and Perspectives on Education

Patricia Quijada, Chair

Saturday, April 5, 10:35 a.m. to 12:05 p.m.

Convention Center, 400 Level, Terrace IV

Language Issues: Bilingual Language Learners, Language Policy, and Second Language Learning Programs

Gloria Rodriguez, Chair

Sunday, April 6, 12:25 to 1:55 p.m.

Convention Center, 100 Level, 121B

Of Bodies and Minds: Immersive Physical Sensor Technologies and STEM Learning

Cynthia Carter Ching, Chair

Sunday, April 6, 2:15 to 3:45 p.m.

Marriott, Fourth Level, Franklin 11

“Collaborative Learning and Computational Thinking in a Robotics Competition.” (Poster Session: STEM Education in K-12 and Higher Education) – *Convention Center, 200 Level, Hall E*

MONDAY, APRIL 7

10:35 a.m. - 12:05 p.m.

Sherrie Reed

“Developing a Supportive Learning Culture Across a Diverse Network of Schools.” (Paper Session: Promoting School Safety and Security: Considering the Impact of Student Support on Student Engagement) – *Convention Center, 100 Level, 118B*

Thomas Timar, Mary G. Briggs & Kelsey Krausen

“Ongoing Professional Learning for Superintendents: A Descriptive Analysis of a Network Approach to Professional Development.” (Roundtable Session: Leadership Development for District Superintendents) – *Convention Center, 400 Level, Terrace IV*

Juliet Michelsen Wahleithner

“Five Portraits of Teachers’ Experiences Teaching Writing: Negotiating Knowledge, Student Need, and Policy.” (Roundtable: Comparisons of Teacher Literacy Knowledge and Practice in the United States and Abroad) – *Convention Center, 400 Level, Terrace III*

12:25 a.m. - 1:55 p.m.

Danny C. Martinez

“Using Research to Connect Diverse Cultures in the Classroom.” (Symposium: The Power of First-Year Teachers’ Research to Innovate Teaching Practices) – *Convention Center, 100 Level, 114*

2:15 p.m. - 3:45 p.m.

Danny C. Martinez & Mariana Souto-Manning (Teachers College, Columbia)

“Re-Mediating Language Research Tools for Activism and Advocacy.” (Symposium: Toward a Humanizing Study of Language in Use Among Nondominant Children, Youth and Their Families) – *Marriott, Fourth Level, Franklin 11*

Continued from page 3

is centered in various areas of education that look at how teachers support diverse learners and the experiences of teachers in challenging work environments. One area of study focuses on the literacy and language practices of middle school students in language arts classrooms. Her research also looks at the experiences of teachers in charter schools.

Susan O'Hara, executive director of the School's CRESS Center, has a master's degree in applied mathematics, taught math and science to middle and high school students for 20 years, and earned her PhD from the School of Education in 2000. She was the founding executive director of the Center to Support Excellence in Teaching (CSET) at Stanford University.

Kimberly Mundhenk, project coordinator, works on education policy, assessment issues and English language learners research. Mundhenk received her Master of Public Policy at UCLA in 2007.

Patricia Quijada, associate professor of education, studies Latina/o and Native American identity formations in P-20 systems; transition to college for students of color in K-12; and access, retention and educational equity in P-20 systems.



Patricia Quijada

Gloria Rodriguez, associate professor of education, studies school finance/resource allocation and educational leadership from a critical, social justice perspective. Her research focuses on understanding notions of educational investment that reflect efforts to build upon community strengths in order to address community needs within and beyond educational settings. She also studies the educational conditions and trajectories of Chicana/o-Latina/o communities, other communities of color, and low-income populations in the U.S.

Thomas Timar, professor of education, researches education finance, policy, and governance. He is also director of the UC Davis Center for Applied Policy in Education and a member of the steering committee for Policy Analysis for California Education (PACE).

Yuuko Uchikoshi, associate professor of education, leads a research program that focuses on the language and literacy development of English learners. Uchikoshi's research examines the literacy development of children in both their native and second languages. Uchikoshi is also interested in the use of media, including educational television, on literacy development.

Juliet Wahleithner is a researcher and analyst in the School of Education. She received her PhD in education in 2013. Her research focuses on the teaching of writing at the secondary level and pre-service and in-service teacher development for teaching English Language Arts.

Tobin White, associate professor of education, is the recipient of the AERA's 2012 Jan Hawkins Award for Early Career Contributions to Humanistic Research and Scholarship in Learning Technologies. White is an expert in the use of technology in teaching and learning and in mathematics education. His current research investigates how collaborative problem-solving among students using portable devices can increase learning in algebra.

GRADUATE STUDENT PRESENTERS

Bahareh Abhari is a PhD student in education with an emphasis in learning and mind sciences.

Leslie Banes is a PhD student in education with an emphasis in language, literacy & culture and in mathematics education.

Mary G. Briggs is a PhD student in education with an emphasis in school organization and education policy.

Rosa Gomez-Camacho is a PhD student in education with an emphasis in school organization and education policy.

Lisceth Cruz is a PhD student in education with an emphasis in school organization and education policy.

Renatta DeFever is a PhD student in education with an emphasis in school organization and education policy.

Elizabeth Friedmann is a PhD student in education with an emphasis in school organization and education policy.



Gloria Rodriguez

Pamela R. Gourley-Delaney is a PhD student in education with an emphasis in learning and mind sciences.

Katherine Hayes is a PhD student in education with an emphasis in science and agricultural education.

WenYen Huang is a PhD student in education with an emphasis in mathematics education.

Kelsey Krausen is a PhD student in education with an emphasis in school organization and education policy.

Rosa Manzo is a PhD student in education with an emphasis in school organization and education policy.

Heather Martin is a PhD student in education with an emphasis in mathematics education.

Scot McRobert Sutherland is a PhD student in education with an emphasis on mathematics education.

Sherrie Reed is a PhD student in education with an emphasis in school organization and education policy.

Rachel Restani is a PhD student in education with an emphasis in mathematics education.

Thomas Anh Shirley is a PhD student in education with an emphasis on learning and mind sciences.

Are Girls Learning as Much as Boys in the Developing World?

For millions of children in the developing world, formal schooling is often out of reach. Fortunately, many children, shut out of the formal education system because of gender, ethnicity, disability, or other obstacles such as annual flooding, do have access to nonformal education programs.

But how well are girls served? Assistant Professor of Education Kevin Gee wanted to know.

In a 2012 large-scale evaluation of one such program, SHIKHON in Bangladesh, Gee found that all students performed on par with their formally educated peers in Bangladesh. However, he did not look specifically at how well the program served girls. In fact, Gee notes that little is known about whether nonformal programs provide equal access to girls or, more importantly, equal learning outcomes.

“Despite the long-standing presence of nonformal schools across the developing world dating back to the 1970s, we have relatively limited evidence about how girls do academically in those settings,” said Gee. Because girls are disproportionately shut out of formal schooling, this is an important area of research.

To answer the question in the context of the SHIKHON program, Gee focused on the achievements of girls in a set of nationwide core Grade 5 subject areas, including literacy, numeracy, science and social science. He analyzed data on over 1,200 SHIKHON students to ascertain the results for girls versus boys.

According to Gee, because nonformal schools are often located in local villages, girls can more easily and safely make it to school. Also, nonformal schools rely on local females to serve as teachers, and there is ample evidence that having a female teacher increases enrollment among girls. Finally, because nonformal curriculum tends to be flexible, these programs are more likely to develop and implement a more “girl-friendly” learning environment.

Gee also found that even though boys did slightly better than girls in Bangla (native language), math, and science, while girls did better in English, the differences were not statistically significant. “Girls attending SHIKHON schools, achieve, on

average, comparably to boys,” said Gee.

Though Gee calls for more such studies in other nonformal programs to widen the understanding of access and outcomes for girls, he notes that for Bangladesh, his findings are particularly relevant given that girls in rural areas are offered tuition-free secondary education if they meet both attendance and achievement standards in their nonformal primary education. “In this way, SHIKHON can function as a gateway program, preparing young girls academically for secondary school and beyond,” said Gee.

Gee will present “Achieving Gender Equality in Learning Outcomes: Evidence from a Nonformal Education Program in Bangladesh” at the annual meeting of the American Educational Research Association on Sunday, April 6.

(For more on the 2012 evaluation of SHIKHON, see <http://education.ucdavis.edu/current-research/making-school-reality-bangladesh-large-scale-evaluation-nonformal-education-program>.)



Kevin Gee



Danny C. Martinez Honored for Research

ON BLACK AND LATINO YOUTH'S LANGUAGE AND LITERACY PRACTICES



Danny C. Martinez

In recognition of his scholarship on the use of language among Black and Latino youth in urban English Language Arts classrooms, the National Council of Teachers of English Assembly for Research (NCTEAR) has honored Danny C. Martinez, assistant professor of education, with an award for his continued work to increase diverse perspectives into how we examine language and literacy in multicultural and multilingual communities.

This award is given to scholars who were former "Cultivating New Voices Among Scholars of Color" (CNV) fellows who are involved with NCTEAR. Martinez was a CNV fellow from 2010-2012. The award is for "Sustaining Our Communicative Repertoires: The Linguistic Work of Black and Latino/a Youth in Urban ELA Classrooms," a paper he delivered at the annual meeting of the NCTEAR in January.

"While larger narratives tend to describe the language practices of Black and Latino youth through a deficit lens, my research aims to add to our understanding of how the language practices of nondominant communities are complex and useful," said Martinez. "My hope is that my work will also contribute to language and literacy research in education that treats the language and literacy practices of nondominant youth as a resource for learning by demonstrating how our urban youth are already taking on additive approaches to learning languages, even if these languages are viewed as 'marginal.'"

"My research aims to add to our understanding of how language practices of nondominant communities are complex and useful."

– Danny C. Martinez



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