AERA Honors for UC Davis Faculty

Colleagues, we are pleased to announce that Professor Christian Faltis will be installed in the 2016 Class of Fellows at the AERA Annual Meeting. In addition, Professor Jamal Abedi has been honored with the 2016 E.F. Lindquist Award, which recognizes a distinguished scholar’s outstanding research in the field of testing and measurement.

Both of these honors are very fitting recognition of the scholarly contributions to the field made by both Dr. Faltis and Dr. Abedi, who have dedicated their academic careers to research that benefits English language learners. Please have a look inside for more information on these and other faculty, staff and student researchers who will be presenting papers at this year’s AERA Annual Meeting. We look forward to seeing you all.
Our mission is to marshal the knowledge and resources of the University of California, the world’s pre-eminent public research university, to confront and eliminate inequities among people and communities through the generation of impactful knowledge and the promise of education. This mission is reflected in the wide diversity of scholarship produced by our faculty, who engage in research and policy analysis that bear on student attainment and success from many perspectives.

CHRISTIAN FALTIS NAMED NEW AERA FELLOW

Dr. Christian Faltis, professor and co-director of Teacher Education, and Dolly & David Fiddyment Chair in Teacher Education, will be installed in the 2016 Class of Fellows at the AERA Annual Meeting. His work focuses on language diversity from critical hybridity theory to promote the creation of robust learning environments in which local language practices contribute to learning, interaction, and performance. His research areas include bilingual language practices, critical race theory, emergent bilingual students in secondary school, immigration theory, art-based curriculum studies, and race-radical vision in bilingual education. Dr. Faltis has written numerous books and articles focusing on how novice teachers can improve their teaching by learning about language practices and becoming advocates for bilingual students and their families. He was the first educator to write a practitioner-oriented book for secondary teachers of English learners. Dr. Faltis earned an MA and PhD at Stanford University. He was a Fulbright Senior Research Scholar at the National Autonomous University of Honduras, and a Visiting Scholar at UC Berkeley.

JAMAL ABEDI RECEIVES AERA AWARD

Dr. Jamal Abedi has been honored with the 2016 E.F. Lindquist Award, which recognizes a distinguished scholar’s outstanding research in the field of testing and measurement. The award is co-sponsored by the American Educational Research Association, which strives to advance knowledge about education, encourage scholarly inquiry, and promote the use of research to improve education. Described by Education Week magazine as a “heavy-hitter” in the field of assessment for students with disabilities, Dr. Abedi is an international expert in the “how-to” of K-12 educational
**KEVIN GEE HONORED WITH FELLOWSHIPS AND AWARD**

Assistant Professor Kevin Gee has received a 2015-2016 National Academy of Education/Spencer Postdoctoral Fellowship, a Young Scholars Program award from the Foundation for Child Development, as well as a 2015-16 UC Davis Hellman Fellowship. His research on whether monitoring of student weights by schools is an effective tool in reducing obesity was published in *Journal of Adolescent Health* last summer, and reported on by the *New York Times*, *Scientific American*, *Reuters* and *Education Week*.

**GLORIA RODRIGUEZ IN PRESIDENTIAL SESSION TOWN HALL**

Associate Professor and Director of the CANDEL (EdD) Program Gloria Rodriguez will participate in Can Public Scholarship Help School Finance Policy Meet the Challenge of Increasing Diversity? on Sunday, April 10 from 2:45 – 4:15 pm.

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**YUUKO UCHIKOSHI NIH GRANT ON LITERACY THROUGH IMMERSION**

In partnership with University of California, San Francisco researchers, Associate Professor Yuuko Uchikoshi has received a $2.5 million National Institutes of Health grant to conduct a three-year longitudinal study on how K-2 students acquire literacy through immersion in a foreign language. All students enrolled in the study are attending either Spanish or Cantonese dual immersion public school programs in San Francisco, and most have not yet acquired literacy. The team will use annual fMRI scans to look at the changes in brain development as the children learn to read in two languages, to see if acquiring literacy in a new language has the same impact as literacy in a child’s first language.

**TOBIN WHITE NAMED CHANCELLOR’S FELLOW**

Associate professor Tobin White has been selected to be a 2015-16 UC Davis Chancellor's Fellow. The honor recognizes outstanding records of achievement among early career faculty. Dr. White joins School of Education professors Michal Kurlaender and Heidi Ballard, who were also recipients of this campus-wide honor in 2013 and 2014, respectively.

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**Michal Kurlaender: Professorship, Major Grants, New Research Center**

Michal Kurlaender, who was recently promoted to Full Professor, has secured three major grants this academic year and opened a new research center.

Dr. Kurlaender was awarded a $5 million U.S. Department of Education grant to find out how well the State of California prepares K-12 students for college and careers and to understand how efforts to improve both high school rigor and information about college and career readiness can impact schools and students. She will explore degree/certificate completion and economic returns to Career Technical Education (CTE) programs at California community colleges through a $400,000 U.S. Department of Education funded researcher-practitioner partnership grant with the California Community College Chancellor’s Office. And through a $400,000 College Futures Foundation grant, Dr. Kurlaender will test interventions designed to increase faculty-student interactions with the intended goal of increasing persistence and degree completion at large broad-access universities.

Dr. Kurlaender is also now the lead researcher for Wheelhouse: The Center for Community College Leadership and Research, a new, UC Davis-based center which will produce actionable, independent research and provide leadership institutes for select annual cohorts of sitting and aspiring college leaders.
FRIDAY, APRIL 8

12:00 – 1:30 pm

Thomas B. Timar, Mary G. Briggs, Kelsey Krausen
“Developing District Coherence: Supporting Factors and Obstacles in the Multi-year Systems Coherence Collaborative, 2013–2015”—Approaches to Sustaining District-Wide Improvement: Curriculum, Organizational Coherence, and Data Use—Convention Center, Level Two, Exhibit Hall D Section A

12:00 – 1:30 pm

Michael Hill
“In Roundtable Session: College-Going, Success, and Persistence Among Veterans and Military Families”—Asian Americans’ Stories and Identities—Convention Center, Level Three, Ballroom A

Kaozong Nancy Mouavangsou
“Nine Daughters ≠ One Son: Case Study of a Hmong Family’s Educational Expectations and Experiences”—Asian Americans’ Stories and Identities—Convention Center, Level Two, Exhibit Hall D Section C

2:15 – 3:45 pm

Arash Daneshzadeh
“Prisons, and Schools, and Failure, Oh My! An Open Letter”—Assaults on Communities of Color: Transaccademic Exploration of the Realities of Race-Based Violence—Convention Center, Level One, Room 146 C

4:05 – 5:35 pm

Michal Kurlaender, Kelsey Krausen
“Investigating a Literacy-Focused Professional Development Effort: What Happens When Key Elements Are Missing”—Examinations of Disciplinary Literacy and Writing Practices—Convention Center, Level Two, Exhibit Hall D Section A

Yanira Madrigral-Garcia
“Understanding How Teachers Conceptualize Drug Trafficking Violence in Mexico: What Are the Implications for Schools?”—Civic Engagement, Civic Challenge, and Cultural Competency in International Educational Environments—Convention Center, Level One, Room 158 B

SABBATURDAY, APRIL 9

8:15 – 9:45 am

Gloria M. Rodriguez
“Implications of Declining African American University of California Enrollment for Policy and Practice” and “African American College Choice Processes in a Post-209 Era”—African American Students Navigating California Higher Education Post-Proposition 209—Convention Center, Level One, Room 143 C

BernNadette Thokozile Best-Green, Lorraine Wilkins
“The Role of African American Parents in College Choice and Transition in California”—African American Students Navigating California Higher Education Post-Proposition 209—Convention Center, Level One, Room 143 C

10:35 am – 12:05 pm

Lee Michael Martin, Sagit Betser, Colin Dixon
“Mentoring Youth Toward Engagement in Core Practices of the Maker Movement”—Lifelong Learning Trajectories: Connections Between Hobbyists and Makers—Convention Center, Level Two, Exhibit Hall D

Patricia D. Quijada Cerecer

Huy Quoc Chung
“Reducing Achievement Gaps in Academic Writing for Latinos and English Learners in Grades 7–12”—Professional Development to Support English Learners—Marriott Marquis, Level Three, Judiciary Square

12:25 – 1:55 pm

Megan E. Welsh, Michael Stevens
“Standards-Based Grading”—100 Years of Grading Research: Meaning and Value in the Most Common Educational Measure—Marriott Marquis, Level Two, Marriott Salon 3

2:15 – 3:45 pm

Steven Z. Athanases, Leslie C. Banes
“Linking and Leveraging Resources in Early-Career Practices: Case Study of an Immigrant Latina Bilingual Educator”—Bilingual Teachers: Professional Development and Dispositions—Convention Center, Level Two, Exhibit Hall D Section B

4:05 – 6:05 pm

Yuuko Uchikoshi, Lu Yang
“Development of Phonological Awareness Skills: Cantonese-Speaking and Spanish-Speaking English Learners”—Vocabulary Research and Instruction—Convention Center, Level Two, Exhibit Hall D Section B

SUNDAY, APRIL 10

10:35 am – 12:05 pm

Jamal Abedi
“Educational Assessment”—Meet Journal Editors: Journal Talks 5—Convention Center, Level Two, Exhibit Hall D Section A

2:45 – 4:15 pm

Gloria M. Rodriguez
Can Public Scholarship Help School Finance Policy Meet the Challenge of Increasing Diversity?—Convention Center, Level Two, Room 202 A
Christian Faltis
“Preparing Teachers for Teaching in and Advocating for Linguistically Diverse Classrooms: A Vade Mecum for Teacher Educators”—Invited Speaker Session on Handbook of Research on Teaching, Fifth Edition: A New AERA Publication—Convention Center, Level One, Room 154 B

Kevin A. Gee
“Identifying the Determinants of Chronic Absenteeism: A Bioecological Systems Approach”—Research in Early Education and Child Development—Convention Center, Level Two, Exhibit Hall D

MONDAY, APRIL 11

7:45 – 9:15 am
Megan E. Welsh

10:00 – 11:30 am
Heidi L. Ballard,
Colin Dixon
“Youth-Focused Community and Citizen Science: Examining the Role of Environmental Science Learning and Agency”—Community-Based Science Learning: Models to Make Classroom Learning Relevant to Students’ Everyday Lives—Marriott Marquis, Level Two, Marquis Salon 12

11:45 am – 1:15 pm
Danny C. Martinez,
Leslie C. Banes
“Education Students’ Experiences With and Beliefs About Language Use: Toward More Expansive Language Ideologies”—Multiliteracies in the Lives of Teachers—Marriott Marquis, Level Three, Mount Vernon Square

2:15 – 4:15 pm
Michal Kurlaender
“Ready or Not? California’s Early Assessment Program and the Transition to College”—The Impact of State Programs to Improve High School Course-Taking and Decrease Postsecondary Remedial Course-Taking—Marriott Marquis, Level Four, Capitol

4:30 – 6:00 pm
Cynthia Carter Ching,
Danielle Hagood
“Inside and Outside: Boundaries of Play in a Wearable Technology Game for Youth”—Immersive Learning via Playful Engagements With Physical Data—Marriott Marquis, Level Two, Marquis Salon 14

TUESDAY, APRIL 12

10:35 am – 12:05 pm
Kevin A. Gee
“Social Support and School Peer Victimization: Examining Effects Within Racial and Ethnic Subgroups”—Peer Relationships, Victimization, and Adjustment—Convention Center, Level One, Room 145 B

12:25 – 1:55 pm
Danny C. Martinez
“Ingles macheteado es lo que hablo Yo”: The Language Ideological Discourses of Latina/o Youth in Urban High School Classrooms”—“Just Sayin’”—The Complexity and Utility of “Nonstandardized” Language Practices Among Multilingual and Multidialectal Youth—Marriott Marquis, Level One, University of DC

12:25 – 1:55 pm
Lisa H. Sullivan
“How to Balance Teacher Autonomy and System Coherence”—Teachers’ Tensions, Autonomy, and Social Constructions in Professional Development—Convention Center, Level One, Room 159 A

2:15 – 3:45 pm
Vanessa Segundo
“¡Yo Soy Xingona! Acts of Resistance and Power in the Lives of Undergraduate Latinas”—The Power and Possibility of the Co-Curriculum—Convention Center, Level One, Room 152 A
Jamal Abedi, professor of education, is co-editor of AERA’s *Review of Research in Education*, Vols. 37 & 39. Specializing in educational and psychological assessments, Abedi’s research focuses on testing for English 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 learners and serves on advisory committees for several major assessment organizations. He is the recipient of the 2016 E.F. Lindquist Award for research in the field of testing and measurement.

Steven Athanases, professor of education, serves on the editorial board of AERA’s *Educational Researcher*. 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. Athanases’ research has been honored with fellowships and awards of excellence from the National Academy of Education, the Spencer Foundation, the National Council of Teachers of English, the Association of Teacher Educators, the McDonnell Foundation Program in Cognitive Studies for Educational Practice, and the Davis Humanities Institute.

Heidi L. Ballard, associate professor and chancellor’s fellow, researches environmental education that links communities, science, environmental action and learners of all ages. She has a particular emphasis on what and how people learn through public participation in scientific research (PPSR) as a form of informal science education. PPSR projects can create unique opportunities for learning by participants and scientists, and understanding the outcomes and processes of these projects can contribute to better practices in environmental and science education, and better conservation and natural resource management.

Cynthia Carter Ching, associate dean for academic programs, and 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.

Marcela Cuellar, assistant professor in higher education leadership, studies Latino student access and success in higher education, Hispanic-Serving Institutions (HSIs), and the development of emerging HSIs. Cuellar is a research associate for The Civil Rights Project/Proyecto Derechos Civiles at UCLA.

Christian Faltis, professor and Dolly and David Fiddymont Chair in Teacher Education, and an AERA fellow, is co-editor of AERA’s *Review of Research in Education*, Vols 37 & 39. 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 past-editor of *Teacher Education Quarterly*.

Kevin A. 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 in 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.

Michal Kurlaender, associate professor of education and chancellor’s fellow, investigates students’ educational pathways, in particular K-12 and postsecondary alignment, and access to and success in postsecondary schooling. In addition to working with national data, Kurlaender works closely with administrative data from all three of California’s public higher education sectors. Kurlaender also studies the impact of racial and ethnic diversity on student outcomes. She serves on the executive committee of the UC Davis Center for Poverty Research, is lead researcher for Wheelhouse: The Center for Community College Leadership and Research, is co-director of Policy Analysis for California Education (PACE), UC Davis site director of the UC Educational Evaluation Center, and is a researcher with the Center for Analysis of Postsecondary Education and Employment at Teachers College, Columbia University.

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 current interests are in the area of educational policy. Levine serves on the boards of City Year and West Ed.

Lee Michael Martin, associate professor, studies people’s efforts to enhance their own learning environments, with a particular focus on mathematical thinking and learning. In everyday settings, he looks at the varied ways in which people assemble social, material and intellectual resources for problem solving and learning. In school settings, he looks to find ways in which schools might better prepare students to be more resourceful and flexible in fostering their own learning.

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. He is a member of the standing committee on research for the National Council for Teachers of English, is Presidential Fellow (2014-15) for Concha Delgado Gaitan Council for Anthropology and Education, and recipient of the 2014 Cultivating New Voices Scholar Award from the National Council for Teachers of English Assembly for Research (NCTEAR).

Francisco (Paco) Martorell, assistant professor, has broad research interests in both higher education and K-12 policy. Current projects cover areas including developmental education in colleges, the effects of grade retention, the returns to for-profit colleges, the impacts of school facility investments, and community college tuition subsidies. He also has conducted research on health care, including studies examining the economic costs of dementia as well as research on the economic and educational consequences of military service.

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

Gloria M. Rodriguez, associate professor and director of the UC Davis School of Education’s CANDEL (EdD) Program, researches notions of educational investment that reflect efforts to build upon community strengths in order to address community needs within and beyond educational settings. Rodriguez also engages in research and campus activities that focus on the educational conditions and trajectories of Chicana/o-Latina/o communities, other communities of color, and low-income populations in the U.S.

Lisa H. Sullivan, PhD, senior evaluation analyst for Resourcing Excellence in Education (REED), has researched the areas of school readiness, special education, reading assessments and teacher education. Her dissertation research examined the role of social attention in learning and school readiness for preschool children. Sullivan was formerly a classroom teacher in Los Angeles and was a Teacher Education Fellow at UC Davis, supervising middle school teachers in the credential program. Her main area of interest is in working with educators to translate research into practice that will improve outcomes for all students.

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

Yuuko Uchikoshi, associate professor of education and chair of the UC Davis School of Education’s undergraduate committee, 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.

Megan E. Welsh is an assistant professor in educational assessment and measurement, and the chair of the MA general track. Her primary areas of research include test validity analysis, the use of assessment as an educational reform lever, grading, and evaluation of educational programs.
UC Davis School of Education Researchers at the AERA Annual Meeting

GRADUATE STUDENT PRESENTERS

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

BernNadette Thokozile Best-Green is a PhD student in education with an emphasis in language, literacy and culture.

Sagit Betser is a PhD student in education with an emphasis in learning and mind sciences.

Arash Daneshzadeh is an EdD student with a research interest in critical consciousness, restorative justice, and cultural literacy in school discipline.

Colin Dixon is a PhD student in education with an emphasis in learning and mind sciences.

Danielle Hagood is a PhD student in education with an emphasis in learning and mind sciences.

Michael Hill is a PhD student in education with an emphasis in school organization and education policy.

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

Yanira Madrigal-Garcia is a PhD student in education with an emphasis in school organization and education policy.

Kaozong Nancy Mouavangsou is a PhD student in education with an emphasis in language, literacy and culture.

Vanessa Segundo is a PhD student in education with an emphasis in language, literacy and culture.

Michael Stevens is a PhD student in education with an emphasis in mathematics education.

Lorraine Wilkins is a PhD student in education with an emphasis in school organization and educational policy.

Lu Yang is a PhD student in education with an emphasis in language, literacy and culture.

ADDITIONAL PRESENTERS

Huy Quoc Chung, PhD is a postdoctoral researcher with Professor Jamal Abedi, studying various program impacts on the educational outcomes of English Learners.

Shannon Marie Pella, MA is a School of Education lecturer with an interest in cultural equity and social justice issues in teacher education and professional development.

YANIRA MADRIGAL-GARCIA

The AERA International Studies SIG chose PhD student Yanira Madrigal-Garcia’s paper “Understanding How Teachers Conceptualize Drug Trafficking Violence in Mexico: What Are the Implications for Schools?” as one of the top papers submitted to the SIG.