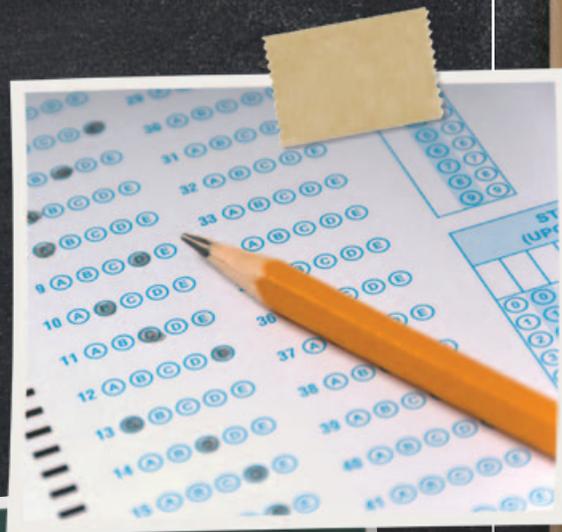
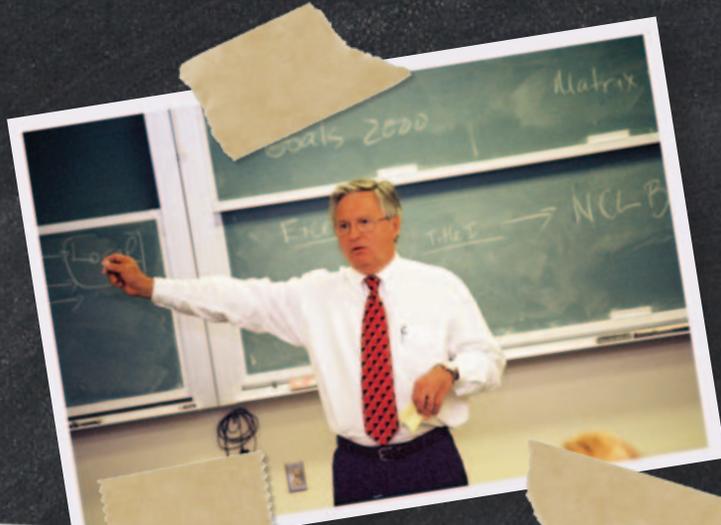


Catalyst

SPRING 2011



A FOCUS ON EDUCATION
LEADERSHIP AND POLICY

PAGE 14

School's Education Policy and Research Leading the Way



Dean Harold Levine

The new century demands a collaborative, diverse and technically savvy workforce. Our schools must respond by preparing the next generation with innovation, flexibility and a commitment to meet the needs of all learners. In an environment of wide gaps in student achievement and school quality, educational leaders are called upon to build opportunities, collaboration, and community among a wide variety of stakeholders. This takes skilled educational leadership and sound policy.

The School has a major part to play in providing nonpartisan, research-based education policy analysis and recommendations and in preparing leaders to influence and enact policies that meet the needs of their students and teachers.

As the state's growing educational system demands more leaders, the need for administrators with advanced training is great. Managing and leading schools or institutions of higher education in California is an increasingly more complex and challenging task. At the top of the list of challenges for leadership are the movement for greater accountability in student achievement, fiscal responsibility, and the diversity of California's students.

Leaders must also be prepared to influence and implement local, state and national education policy. Policymakers are beset with a wide variety of issues in

education that they are asked to address through policy. Without a research-based understanding of the efficacy of the policies they put in place, policymakers often create policies that are contradictory and counterproductive. The result is that education leaders at the district and school level are faced with an avalanche of complex and confusing regulations and policies they must enact.

The School approaches the need for policy analysis and quality leadership through a variety of tactics:

- Conduct high quality, original research and data analysis to help inform emerging policy needs and to help individual schools and school districts with local decision-making
- Create opportunities for academics from a variety of disciplines to engage in education policy research and debate—through commissioned papers, policy seminars, invited addresses, colloquia, and other similar mechanisms
- Provide education and training for professionals interested in the education policy process, including elected officials, government employees, academics, and members of the media
- Educate students at UC Davis on issues with educational policy relevance

This issue of the *Catalyst* spotlights the School's research and programs in education policy and leadership. We will welcome our seventh cohort of EdD students into our CANDEL program this fall. The alumni of this program are already making a significant impact in schools and community colleges throughout the state. Our faculty are tackling some of the thorniest issues in education policy and are leaders in their respective areas of expertise. And our Center for Applied Policy in Education is providing a path for leaders and policymakers to think deeply and collaboratively about issues that really matter in schools. ☞

lead

- Verb:**
- to go before or with to show the way
 - to conduct by holding and guiding
 - to influence or induce
 - to guide in direction, course, action, opinion

TOM TIMAR: Time to Rethink Policy and Let Local Leaders Lead

By Donna Justice

“I can’t think of too many areas in schooling that policy hasn’t touched,” said Tom Timar, professor of education policy and leadership and director of the School’s Center for Applied Policy in Education.

Everything that school and district leaders must contend with—from standardized testing and the ongoing debate over school finance reform to the growth of charter schools and the rising demand that teacher pay be linked to student performance—comes from a top-down approach to education policy and governance, according to Timar.

“We have seen over 40 years of reforms come and go, and the achievement gap has not narrowed significantly,” said Timar. “All of these reforms—particularly the focus on standardized testing—fail to acknowledge the out-of-school factors that affect student performance and the inconvenient truth that kids are different.” That doesn’t mean that schools should not be held accountable, but it does argue that schools can’t be held responsible for things they do not control.

Worse still, Timar explains, the reforms often lead to adversarial relationships in schools because they deal only with the symptoms of

poor performance, not the underlying causes. The focus recently is squarely on teacher performance, and this exacerbates the burnout that so many teachers experience, especially in the schools that struggle most to meet performance targets set by state and federal lawmakers.

“Teaching has unfortunately become a degraded profession,” said Timar. “It is understandable why teachers get burned out and disillusioned.”

The key to turning this dysfunctional reality around is leadership, according to Timar. “Great leaders know how to build community and forge positive relationships where everyone, including teachers, are actors in finding solutions to the challenges in their schools.”

– Tom Timar

Timar, who leads the School’s effort to work directly with district and community college superintendents through its Superintendent Executive Leadership Forum (see p. 21 for more on SELF), says effective school leaders can create a school culture where teachers who work together hold high expectations for their students.

It’s a “ground-up” approach with some promise.

“In this environment, leaders can build rapport with parents and cultivate a network of professionals and community stakeholders who take a vested interest in making local change,” said Timar, “but this is a huge order and takes a long time to come to fruition.”

It’s time to “rethink policy” according to Timar. “Fixes are difficult, ambiguous, messy, time consuming and somewhat unpredictable, but cookbook approaches are nonsense.”

An expert in school finance and governance, Timar is studying how districts have responded to recent changes in the deregulation of some categorical funds (e.g., funds earmarked at the state level to serve very specific groups of students or to fund particular interventions at schools).

Timar wrote the chapter on categorical funding for the landmark 2007 study, “Getting Down to Facts.” From 2006 to 2007, he served as director of research for the Governor’s Advisory Committee on Education Excellence. 

The study, Deregulating School Aid in California, is funded by the William and Flora Hewlett Foundation, the Dirk and Charlene Kabcenell Foundation, and the Stuart Foundation.

“In this environment, leaders can build rapport with parents and cultivate a network of professionals and community stakeholders who take a vested interest in making local change.”



Tom Timar

ALUMNI REUNION and Distinguished Alumni Awards

Over 100 education alumni and friends gathered at UC Davis on May 15, 2011, to catch up, reminisce, and learn about the exciting programs happening at the School of Education.

As part of the alumni reunion, Dean Harold Levine and Alumni Council Chair Sandi Redenbach presented the School's annual Distinguished Alumni Awards and Rising Star Award. All three recipients—Nadeen Ruiz, Greg Zavala, and Sofia Cedillo—exemplify “doing what matters” in education.

Look for more extended coverage of the alumni reunion in the *Catalyst* this fall.

RISING STAR

Sofia Cedillo
Credential '05, MA '06

“In addition to holding the California BCLAD Multiple Subject Credential, Sofia Cedillo also holds a prestigious National Board Certificate for Teachers after only five years of teaching. This is a remarkable achievement, which reflects her commitment to the profession as well as her leadership in the field.” – Nominator



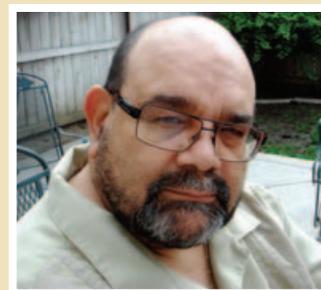
Sofia Cedillo

Sofia Cedillo, who has been teaching kindergarten for almost six years, has assumed a strong leadership role at Will Rogers Elementary School in the Santa Monica/Malibu Unified School District. Teaching a student population comprised largely of children who are bilingual and English learners, Cedillo serves as the district's professional development liaison for her site and assists other teachers with developing expertise in the use of assessment data to guide instruction.

DISTINGUISHED ALUMNUS

Greg Zavala
BA '73, Credential '74

“Greg Zavala’s leadership is without a doubt a valuable commodity for Stockton and the State of California. He is a credit to his profession, his school district, community, country, and to mankind.”
– Nominator



Greg Zavala

Internationally renown for his coaching achievements in wrestling, **Greg Zavala** has also found success in school administration and gang prevention programs. He developed a nationally recognized gang intervention, prevention and suppression program called *Street Smart* and a handbook entitled *Gangs in the Hood*, adopted by Stockton Unified School District along with other school districts and law enforcement around the state and nation.

DISTINGUISHED ALUMNA

Nadeen Ruiz
BA '76, Credential '77

“Despite a very busy schedule, Dr. Ruiz always manages to have time to mentor and inspire teachers, students and colleagues with her enthusiasm, keen intellect and advocacy on behalf of English language learners.” – Nominator



Nadeen Ruiz

Nadeen Ruiz has distinguished herself in the development of literacy skills for bilingual migrant and special needs students. She is director of Sacramento State University's Serna Center and director of the California Bi-National Teacher Education Project (Bi-TEP). Ruiz retired in 2010 as professor and chair of the bilingual multicultural education department at Sacramento State. 📖

Catalyst



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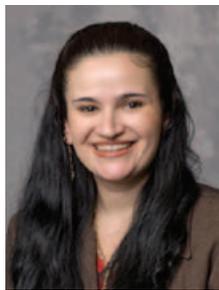
ALUMNI Updates

Rebecca Callahan (MA '01, PhD '03)

Rebecca Callahan was selected as the first Early Career Award winner for the Bilingual Education Research special interest group at the 2011 American Educational Research Association Conference. Callahan is assistant professor of bilingual education at the University of Texas, Austin. This prestigious award is presented to a researcher in bilingual education who has contributed to research and practice in the field and is recognized by peers as having an outstanding early career in education.

Luciana C. de Oliveira (PhD '06)

Luciana C. de Oliveira has been recognized for her first published book, which is based on her dissertation. *Knowing and Writing School History: The Language of Students' Expository Writing and Teachers' Expectations* received the 2011 David E. Eskey Award for Curriculum Innovation from the California Teachers of English to Speakers of Other Languages (CATESOL) association. De Oliveira is director of Purdue University's ELL licensure program and assistant professor of literacy and language education in the department of curriculum and instruction.



Luciana C. de Oliveira

Greg S. Goodman (EdD '00)

Greg S. Goodman, associate professor of education at Clarion University in Pennsylvania, is author or co-author of over 30 publications and books, most recently *Educational Psychology Reader: The Art and Science of How People Learn*. He has made presentations at campus activities, such as the Hip Hop Symposium, Explorations programs, and the Frederick Douglas Scholars program. He is also involved in six educational department committees and serves on 10 university committees, including the Faculty Senate, African American Caucus, President's Commission on Affirmative Action, and President's Commission on Human Rights. "Greg is a spark plug with endless talent and energy," said Doug Minnis, professor emeritus.



Greg S. Goodman

Lisa Sullivan (MA '06, PhD '10)

During her graduate studies in Learning and Mind Sciences, Lisa Sullivan completed a year-long study on the impact of an autism training program on teacher practice and competency, with her research examining the role of joint attention in learning and school readiness. She is now a project coordinator at the UC Davis MIND Institute, a collaborative international research center committed to the awareness, understanding, prevention, care, and cure of neurodevelopmental disorders.

Demetrios Spyridakis (BA '06, MA '09)

Demetrios Spyridakis is continuing his academic career at Teachers College, Columbia University. In 2010, he earned a master's degree with a concentration in philosophy and education. Currently, Spyridakis' doctoral research interests involve an interdisciplinary study of issues pertaining to democracy in education, with a strong emphasis on the classical Greek tradition as he pursues his EdD. 📖



Spring Mixer in Sonoma

Alumni enjoyed a warm spring afternoon together in the Sonoma wine country, hosted at the California Missions Museum at Cline Cellars. Connections with new and old friends were made, and everyone marveled at the 21 beautifully preserved mission models on display. Notable guests included professor emeriti Julius "Sass" Sassenrath and Doug Minnis. Alumni Council Chair Sandi Redenbach welcomed everyone, Board of Advisors member and alumnus Herb Cross expressed how the School of Education is making a difference in his local school district, and Dean Harold Levine spoke about how the School is "walking the talk." 📖

Board of Advisors Awards First CATALYST GRANT

Professor Steven Athanases has received the first Catalyst Grant, established by the School's Board of Advisors, for his proposal "Learning to Teach Analytic Reading and Writing with Diverse Learners."

The grant will support pilot work to study and redesign the way our teaching credential students are taught to investigate and respond to their students' learning challenges in the areas of analytic reading and writing.

"The project will contribute to understandings of how programs can prepare teachers to meet the literacy needs of culturally and linguistically diverse learners in 21st century schools," said Athanases.



Steven Athanases

The committee of reviewers (which included Board members David Murphy, Sandi Redenbach, Meg Stallard, and Lou Vismara, as well as emeriti professors Doug Minnis and George Yonge) was impressed with each of the proposals.

"On behalf of the School of Education's Board of Advisors, I want to convey how grateful we are to see our financial support for the school used to advance this important area of research," said Board Chair Rick Fowler. "We hope to be able to broaden our support in the future to fund more of the exceptional work being done by School of Education faculty." 📖

New Book Looks at CLARK KERR'S LEGACY and Calls for a New Vision for University

Drawing on the history of higher education and University of California, leadership studies and diversity theory, professor Cristina González describes her new book *Clark Kerr's University of California* as a "personal reflection on higher education, with a particular focus on UC, which is both a totally unique and quintessentially American institution."

In the book published by Transaction Publishers, González compares the visionary leadership of Kerr to the "shrewd" style of David P. Gardner (UC President from 1983–92) in order to assess the kind of leadership UC needs today and to point out the ways in which women and minorities have been disadvantaged by the system.

the effort to create the California Master Plan for Higher Education in 1960, a very successful model that has been imitated by other countries.

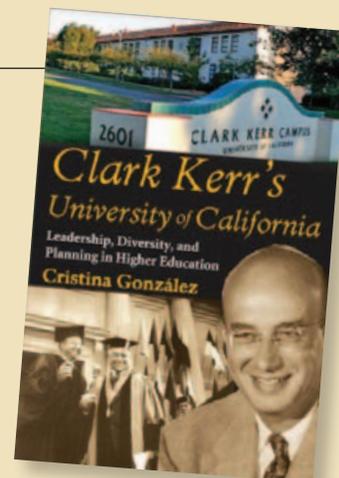
Long considered the Master Plan's architect, Kerr carved out a role for UC and all of higher education in California that has been intact over 50 years.

"The Master Plan was Kerr's biggest magic trick," González writes. "With the three segments of public higher education competing for resources and status, he managed to find a solution that was acceptable to all."

Ultimately, González provides a window into the constraints of a system that takes only the top students, particularly at a time when state funds are drying up.

"Although in theory everyone can attend a first-rate research university such as UC, in practice, many people are forced to go to other kinds of institutions due to increasing cost and a diminishing number of available slots.... As the population continues to grow, and the UC system does not expand, or even shrinks as a result of reduced budgets, these openings will become even scarcer," she writes.

For reviews and more information on the book, visit www.transactionpub.com. 📖



GIVING opportunities

Gifts to the **Catalyst Fund** support investment in innovative new initiatives to make a difference in teaching and learning, and in the lives of our children.

For more information, go to giving.ucdavis.edu/schooled/catalyst. 📖

A large portion of the book looks fondly at Kerr's legacy at UC. Kerr became President of the UC system in 1958. According to González, he took the long-range planning he had done as chancellor at UC Berkeley and expanded it, giving more autonomy to the individual campuses. At the same time, Kerr led

PROFESSOR to Lead Project to Improve Agriculture in Vietnam and Cambodia

Cary Trexler, associate professor in the School of Education and the College of Agriculture and Environmental Sciences, received a three-year \$500,000 grant from the United States Agency for International Development's (USAID) Horticulture Collaborative Research and Support Program to enhance vegetable production by small farmers in Cambodia and Vietnam.

In partnership with colleagues in the College of Agriculture and Environmental Sciences, Trexler will use the grant to address some of the greatest challenges facing farmers in Cambodia and Vietnam to grow vegetables safely and cost effectively.

"Our goal is to empower small farmers, 59 percent of whom are women, with education and training for sustainable vegetable production that limits post harvest losses, increases food safety, increases market access and increases income," said Trexler. "To help change the current system requires an interdisciplinary approach and requires people from historically isolated fields to work collaboratively to solve pressing problems." Faculty from one Cambodian and two Vietnamese



Cary Trexler

universities will join the UC Davis team to research social, environmental, and production related concerns.

Trexler's research focuses on teaching and learning, international agriculture development, university level reform as well as determining what people understand about the agri-food system. For the last seven years, Trexler has worked with universities throughout Vietnam, helping them to develop innovative teaching strategies and reform their curricula. 

EMERITUS GEORGE YONGE: Making Sure Research Isn't Lost in Translation

Professor emeritus George Yonge is not resting on his laurels. Rather, he spends retirement translating texts (from 1960 to 1990) of the education faculty at the University of Pretoria in South Africa.

"I believe their achievements have much to offer our own (American) 'foundational' studies of education," he said. "They provide penetrating analyses of the essential structures of educating a child to adulthood."

Yonge joined the education faculty at UC Davis in 1964 after he completed his doctoral studies in educational psychology at UC Berkeley. His interest in phenomenological education was piqued when a European colleague mentioned it to him.

"This was a paradigm shift from my more theoretical training in psychology," he recalled. Yonge discovered phenomenological education is the idea that psychology, philosophy, sociology, and so forth are not categories *applied* to education but rather pedagogical perspectives that are *rooted in*

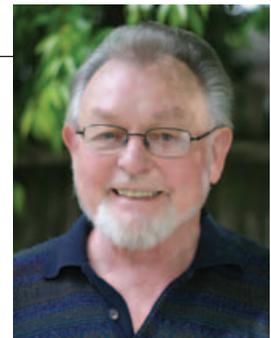
By Heidi Sciutto

and emerge from the phenomenon of guiding a child to adulthood.

In 1980, he traveled to South Africa and acquired more texts for translation. Yonge retired in 1993. "My time was very full while I was teaching," he said. "Once I retired, I could place my full attention on the translations."

Especially important to Yonge is dissolving the tie that apartheid has to this approach. "The texts are all in Afrikaans, so this had the reputation of being apartheid education," he explained. "When apartheid was legally abolished in the 1990s, Pretoria's education department was soon decimated. By translating their ideas into English, I hope to lift these ideas out of South Africa and instead to a global context."

The translations are available on Yonge's website georgeyonge.net. 



George Yonge

School Provides Leadership on New UC-Wide Center for COLLABORATIVE RESEARCH



Heidi Ballard

Heidi Ballard, assistant professor of environmental education, and CRESS Center director Mary Sandy are inaugural members of the governance council for a new multidisciplinary Center for Collaborative Research for an Equitable California (CCREC).

CCREC is a University of California Multi-Campus Research Program funded by the UC Office of the President. Launched in summer 2010, CCREC is a

collaborative effort to address the state's interconnected crises in education, employment, environment, health, housing, nutrition and the economy. These crises intensify inequities, threaten the state's intellectual, technological and economic

competitiveness, and make it difficult for the University of California to meet its public service mission.

"CCREC is a ground-breaking commitment from the University of California to promote and facilitate collaborative research between university faculty and students with community members and organizations to address the really key problems California is facing," said Ballard. "I'm particularly excited to be working with such an incredible, passionate group of faculty from across the UC system in diverse disciplines, and with community organizers with profound knowledge and skills that take our research to the next level. We are already beginning to support projects around the state that address issues of youth education and civic engagement, water quality and environmental justice, labor and public health, and increasing capacity for community-based participatory action research. And we are just getting started!"

Among the 20 council members, other UC Davis researchers include Jonathan London, Julie Sze and Beth Rose Middleton.

Education Graduate Group Faculty and PhD Student Honored with CHANCELLOR'S DIVERSITY AWARDS

Two faculty members of the Graduate Group in Education, Adela de la Torre and Nancy Erbstein, and PhD student Lisceth Cruz have each received the 2011-12 Chancellor's Achievement Awards for Diversity and Community. They are honored for their work to advance the principles of community and diversity through their research, teaching and service to

campus and beyond.

These awards were established to honor achievements that contribute in substantial ways to the development and well-being of our diverse and evolving community. Only six are given each year.

"This honor provides an opportunity to acknowledge the impor-

tance of individual commitment to expand the opportunities for those traditionally voiceless within the academy and to honor faculty, students and staff who commit themselves to the service of those constituencies," said de la Torre, chair of Chicano Studies.

"This award is a reflection of the mentoring and guidance I have received from my advisors Dr. Gloria Rodriguez and Dr. Adela de la Torre," said Cruz. "It is an honor to be recognized for my work in preparing students of color to enter graduate and professional school. It is a reflection of the commitment to serve students who have the desires to pursue a higher education."

Erbstein, an assistant research scientist in the Human and Community Development, said "I'm incredibly humbled to be receiving this award. As a public, land-grant university, UC Davis is both obligated and tremendously privileged to work on behalf of, and with, California's diverse communities. It's an honor to be part of the campus effort to celebrate this commitment."

GIVING opportunities

Gift to the Education Faculty Fund

Gifts honor education faculty and benefits future educators.

For more information, go to giving.ucdavis.edu/schooled/education_faculty.

SCHOOL SAYS HELLO to Two New Faculty, Bids Fond Farewell to Two Others



Cassandra Hart



Emily J. Solari

Cassandra Hart will join the School as an assistant professor of education policy in July. Her recent work on the effects of school choice is especially impressive and will bring a new area of expertise to the School. Hart recently earned her PhD from Northwestern University. “Dr. Hart was selected through a highly competitive recruitment process,” said Dean Harold Levine. “She represents a wonderful addition to the exemplary research and teaching of our faculty.”

Also joining the School in July is **Emily J. Solari**. Solari, assistant professor of education, comes from the University of Texas Health Science Center at Houston. Her research focuses on language and literacy development in both Spanish-speaking English learners and students considered at-risk for reading failure.

“Emily has a deep commitment to the empirical investigation of basic processes involved in reading and reading disabilities, and she will bring great expertise to a number of our academic programs and initiatives,” said Levine.

Teacher educators **Anna Kato** and **Joanne Galli-Banducci** will both retire this June. Kato has served as a lecturer-supervisor in the School’s multiple subject credential program since 1987. Galli-Banducci, who will continue to co-chair the School’s Words Take Wing children’s literature lecture, has been with the School since 1994, having arrived with years of effective and award-winning teaching in public schools.

“It almost goes without saying that both Anna’s and Joanne’s dedication, wisdom, concern for their students and broad expertise have helped make teacher education at UC Davis the exemplary program it is,” said Levine. 📖

School TEAMS UP with WestEd to Study Popular Writing Program

Though most states and schools have focused a great deal of attention on the needs of English learners (EL), large percentages fail to achieve academic success. This is especially the case for English learners who have progressed beyond basic proficiency in English but stall academically when placed in English-only classrooms.

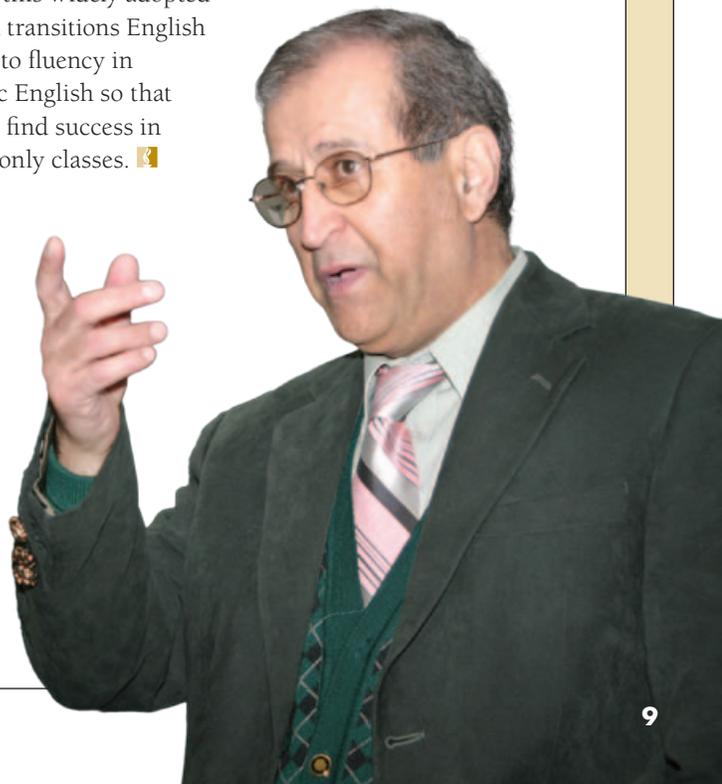
A new study, a collaboration between WestEd and the School of Education, takes a look at the WRITE program, a widely used approach to teaching writing to secondary school EL students.

Funded by the U.S. Department of Education’s Institute for Educational Science for four years at \$750,000, the study will look at the WRITE Tier 2 Program’s implementation in just one school district in Southern California and will be based at WestEd, one of the nation’s preeminent education research and evaluation organizations. At UC Davis, the study is led by Professors Jamal Abedi and Chris Faltis.

“This program has never been evaluated, but is very popular and widespread,” said Abedi. “We will compare the WRITE program as it is implemented for the first time at a new school to an established implementation. We will then

compare that data to similar schools who do not have a WRITE program implementation.”

Ultimately, the researchers are hoping to understand whether this widely adopted program transitions English learners to fluency in academic English so that they can find success in English-only classes. 📖



Jamal Abedi

Credential Student Wins KNOWLES SCIENCE Teaching Fellowship

Jessica Scheimer, who is a science credential student in the School's Teaching Credential program, has received a prestigious Knowles Science Teaching Fellowship given by the Knowles Science Teaching Foundation. The \$150,000 award is designed to support early career science teachers over their first five years in the classroom. Only 162 have been awarded nationally since 2002.

"For me the award is not so much about the money," said Scheimer, who earned her BS in Physics at UC Davis and is teaching physics and earth sciences at Vanden High School in Fairfield. "The real value is in the support system that it will provide during my first years as a teacher, the tools that they will provide me with that will help me become the best teacher that I can be, as well as access to a close-knit network of Knowles scholars across the country who are eager to develop, try, and share new teaching ideas. As a new teacher, it will be invaluable."

According to the Foundation, the fellowship is designed for individuals who recognize teaching as an intellectually demanding profession and are committed to being leaders and change agents in education. Each fellow is part of a network of teachers who attend formal summer, fall and spring meetings and visit each other's classrooms. Fellows also work with mentors and form regional professional groups, as well as



Jessica Scheimer with one of her students.

communicate regularly online via dedicated discussion boards.

"The first year of teaching is going to be very challenging, but I will have mentors and monetary resources at my disposal that will help ease some of those challenges so that I can focus on developing my craft," said Scheimer, who also serves as a counselor for the School's Young Scholars Program (UCD-YSP).

As an undergraduate, Scheimer also participated in the UC Davis Math and Science Teaching (MAST) program, a partnership between the School of Education and the departments of

geology, chemistry, physics, mathematics and the College of Biological Sciences to offer undergraduates courses and classroom internship opportunities to explore middle and high school math and science teaching careers. MAST is UC Davis' response to meeting the goals of the University-wide CalTeach initiative to increase the number of highly qualified mathematics and science undergraduates entering the teaching profession.

"Jessica is a dedicated and talented teacher," said Rick Pomeroy, science credential supervisor and director of the UCD-YSP program. "The Knowles Scholarship is a very prestigious prize and well deserved in this case." 📖

Two PhD students in Education Selected PROFESSORS for the Future Fellows

Mong Thi Nguyen and Juliet Wahleithner, PhD students in Education, have been selected as UC Davis Professors for the Future Fellows for the 2011-12 academic year.

The selection committee noted that Nguyen and Wahleithner were selected for their "academic performance, leadership potential, the desire to serve the needs of fellow students, and interest in participating in the graduate and postdoctoral education process." From a campuswide applicant pool, Nguyen and Wahleithner are among only a dozen Fellows selected this year.

Sponsored by the UC Davis Office of Graduate Studies, Professors for the Future is a year-long competitive fellowship program designed to recognize and develop the leadership skills of outstanding graduate students and postdoctoral scholars who have demonstrated their commitment to professionalism, integrity, and academic service. 📖

GIVING opportunities

Gifts to the **New Teachers Fund** provide support for aspiring educators as they prepare for careers in teaching, encouraging talented young people to respond to the call to teach.

For more information, go to giving.ucdavis.edu/schooled/newteachers. 📖

NEW Graduate Student Award from Mohini Jain Family Foundation

Education is a life-long passion for Mohini Jain, a member of the School of Education's board of advisors and retired biology teacher at Davis High School. She is equally passionate about giving back.

In spring 2011, Jain and her family established the Mohini Jain Family Foundation Award, an endowment to provide annual support for PhD students whose work has the potential to improve public education. The School expects to make the first award this fall.

"Public education is the backbone of society," said Jain. "I want to encourage each gift recipient to continue pursuing the improvement of education. We need people who are versed in the education profession to take on the arduous task of bringing our challenged public school system back on track."

Jain's grown children are key participants in the foundation's gift selection process. "Education and giving back are paramount

to my family," said Jain. "This gift allows us to express both of these core values. Our contribution will work to strengthen our society and bring a brighter future."

Their generous gift will be matched through the Soderquist Matching Fund Initiative for Graduate Student Support, made possible through the estate of UC Davis alumnus Charlie Soderquist, an entrepreneur and active volunteer on behalf of the university who passed away in 2004. Doubling the value of their gift with the matching fund created the right stimulus, noted Jain. "It makes the award more attractive for the recipient and is ultimately more effective for the advancement of the School," she said. ❏



Mohini Jain

STUDENT PROFILE: David Ulate

By Donna Justice

Most students entering a doctoral program have a particular research focus in mind. David Ulate (BA '96), who earns his PhD in June, just knew he wanted to be part of a profession that is learning "how to get better educational outcomes for students."

"I didn't have an agenda or a certain kind of job in mind," said Ulate. "I just like studying education." Now on the eve of earning his doctorate, Ulate has a lot of research and expertise under his belt.

Building on his career as a high school mathematics teacher and work he did at Stanford University on computer-based learning programs in the '90s, Ulate has spent his time at the School of Education studying how education policy at the state, federal and even local level impacts how well a school prepares its students for academic success.

"Policy decisions that are made outside of the school can have a huge impact on the functioning of a school," said Ulate.

Ulate's dissertation focused on concurrent enrollment in California. Concurrent enrollment refers to students who enroll in community college while going to high school. He researched disparities in participation among different student populations, including rates of enrollment and grades earned.

He found that roughly 6 percent of high school students attend community college, but he believes that if more students were able to attend community college, more would find success in college after high school.

"I come at this from a resource perspective," said Ulate. "Community college provides students with access to rigorous coursework and academic guidance and counseling at a time when high schools are facing cutbacks in guidance counselors and academically challenging AP courses."

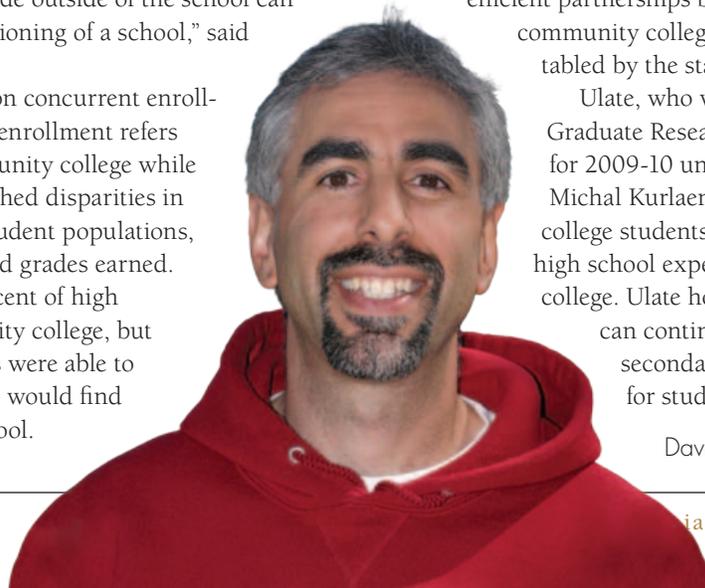
Especially for underrepresented students, Ulate believes concurrent enrollment is a viable alternative to the resources that are often missing from their schools.

Ultimately, Ulate sees this as a policy issue for California. "There is a lot of ambiguity around concurrent enrollment," said Ulate. For instance, a lack of consistent guidelines about how many high school students can attend and what types of courses they can take leads to fewer students taking advantage of a great opportunity.

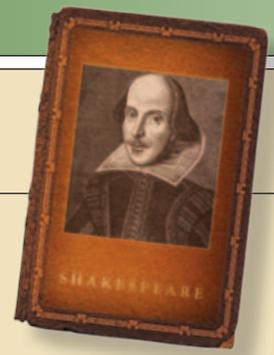
"There has been a lot of talk about making more efficient partnerships between high schools and community colleges, but all of that has been tabled by the state's financial crisis," he said.

Ulate, who was awarded the UC Davis Graduate Research Mentorship Fellowship for 2009-10 under the tutelage of his advisor Michal Kurlaender, is currently studying college students' perspectives on how their high school experiences prepared them for college. Ulate hopes to land a position where he can continue to evaluate the link between secondary and post-secondary success for students. ❏

David Ulate



SHAKESPEARE IS THE STAR at Three-Day Conference Planned for 2012



To extend the scope and reach of the Globe Education Academy for Teachers, the School of Education's CRESS Center will take the lead in hosting a three-day conference at UC Davis in January 2012: *Shakespeare Works When Shakespeare Plays*.

The Globe Academy for Teachers—a partnership among the Robert and Margrit Mondavi Center for the Performing Arts, the School of Education, Globe Education (Shakespeare's Globe Theatre in London), and the Los Rios Community College District—provides in-depth learning opportunities for drama and English teachers of grades 7-12.

Now entering its fifth year, the program enrolls 12 teachers each spring to participate in workshops with their students at UC Davis. The workshops are presented by UC Davis Theatre and English Department faculty, and by visiting practitioners from Globe Education in London. In the summer, they spend two intensive weeks at Shakespeare's Globe Theatre in London, working with theater professionals on a particular play. In the fall, teachers return to their schools with a piece of the play ("Much Ado About Nothing" this year) to work on with their students.

All teachers and students then come together in November at the Mondavi Center to perform the play in its entirety.

Sierra North Arts Project, housed in the School's CRESS Center, provides ongoing professional development for the teachers who have completed the Globe program.

The conference, slated for January 2012, is another way to increase the influence of the professional development offered through the Globe Academy. It will feature eminent Shakespeare festival directors from the U.S. and Globe Education to offer workshops and networking opportunities for both teachers and guest lecturers.

"Dean Levine's enthusiastic advocacy has raised the bar considerably to leverage the existing impact and successes of the Globe Academy," said Joyce Donaldson, director of arts education at the Mondavi Center. "This conference will be the first event of its kind."

For more on the conference in January, check the School's site education.ucdavis.edu in the fall. 📖

Students Raise Money to Send UC Davis Representative to London This Summer

The card read, "Please accept this gift from the Millswood All Stars Drama Club to help finance your trip to London's Globe Theatre in July."

Joyce Donaldson, director of arts education at the Mondavi Center, was floored. Enclosed was a check for \$1,500. The note was from 2009 Globe Academy alumna Patty Radotic, a 35-year veteran teacher at Millswood Middle School in Galt.

"My students understand the value of the Mondavi Center's association with the Globe to help teachers introduce Shakespeare in an energetic manner," Radotic's note continued. "This is their way of helping to keep Shakespeare alive!"

"I was so touched by this gift. Without it, I would not be able to attend the two-week intensive in London," said Donaldson.

Later Radotic explained, "Joyce needs to be present in both California and London to be most effective in her role. She exudes a grace and knowledge that helps teachers try new things and take risks. She calmed us, challenged us, and prepared us for one of the most enriching experiences in my lifetime. My students are so appreciative and now feel a direct connection with the Mondavi Center through Joyce and to the Globe in London."

Radotic's students hosted a dance and used funds from a fashion show fundraiser to raise the money for Donaldson's trip. 📖



Millswood All Stars Drama Club pictured with teacher Patty Radotic and Globe educator Yolanda Vasquez, who flew in from London for two days of workshops at UC Davis and with Radotic's class.

VAJRA WATSON Recognized for Leadership and Commitment to Diversity

Soaring to New Heights Campus Award

Vajra Watson, director of research and policy for equity in the School's CRESS Center, received a campus Soaring to New Heights Diversity and Principles of Community Award in April. This award acknowledges Watson's leadership and contributions to the campus community through her work as director of Sacramento Area Youth Speaks, convener of the School's annual Equity Summit and for her work on behalf of youth both on and off campus.

Sacramento Business Journal's 40 Under 40 Award

On April 27, the *Sacramento Business Journal* awarded Watson its "40 Under 40" award. Finalists, chosen from a field of more than 300 nominations, were selected based on leadership, entrepreneurship or creativity, accomplishments, and community involvement. For more on the award, visit the *Sacramento Business Journal's* website at www.bizjournals.com 📖



Vajra Watson

KLC Adler Illustrator/Writer-in-Residence Gary Soto Brings Details to Life

Poet, novelist, playwright and film producer Gary Soto writes from his own experience—and brings a child's view of the Central Valley to life. As this year's KLC Adler Illustrator/Writer-in-Residence, Soto inspired teaching credential students to bring detailed personal narratives to their classrooms through his works and writing workshops.



Gary Soto

Nationally recognized and highly acclaimed for his ability to portray daily life experiences, often reflecting on his life as a Chicano, Soto is a prolific writer of children's books. "I start with concrete, visual details," he shared with School of Education teaching credential students. "As a writer, that's what I do best. If you and your students describe something close to you, the abstract idea will come out. Students like to write about something personal—good or bad."

"Gary Soto put the Central Valley on the map," said Rebecca Rosa, teacher educator for the social science credential program. "Many of my students were star-struck when he came for class workshops since they read his literature when they were kids. My own daughter's school put on Gary's

play 'Novio Boy,' which the Latino teenage population really relates to."

Soto's stories for different age groups—through picture books, poetry, short stories and novels—illuminate everyday life in relationships among family, peers and elders. Born and raised in Fresno, Calif., Soto was nominated for the Pulitzer Prize in Poetry in 1978 for his second collection of poems, *The Tale of Sunlight*. His memoir *Living Up the Street* received the American Book Award in 1985. Soto received the 1993 Andrew Carnegie Medal for Film Excellence as producer for his film "The Pool Party." In 1999, he received the Hispanic Heritage Award for Literature, the Author-Illustrator Civil Rights Award from the National Education Association, and the PEN Center West Book Award for his short stories collection *Petty Crimes*. The Bess Hokin Prize and the Levinson Award from *Poetry* magazine are also among the honors that Soto has garnered.

Soto's advocacy for reading is celebrated locally as well as nationally. Fresno City College, where he attended, became the permanent home of the Gary Soto Literary Museum in 2010. The library at Winchell Elementary School in Fresno was also named after Soto.

The Illustrator/Writer-in-Residence program was established through a generous gift to strengthen teachers' instructional options, student learning, and the ability to foster the development and exercise of the creative arts in classrooms. 📖

A FOCUS ON EDUCATION LEADERSHIP AND POLICY

Special section by Donna Justice

WORKING ACROSS DISCIPLINES to Strengthen Schools and Communities

For many low-income students, school can be a haven from the chaos of violent neighborhoods and instability at home. But schools cannot be disconnected from their communities; they are inextricably tied to the health of the world around them.

“Education is pivotal to income, health, labor and participation in civic matters—all crucial factors in the life of a community,” said Gloria Rodriguez, associate professor of education leadership and policy. All of her work—whether it’s teaching graduate students, working with district superintendents, or studying community leaders at schools—revolves around her strong commitment to understanding and explaining the relationship between social justice and schooling.

“Education is pivotal to income, health, labor and participation in civic matters—all crucial factors in the life of a community.”

– Gloria Rodriguez

different policy areas, including education, and how they come together to impact low income populations and communities of color,” said Rodriguez.

She began her career with a focus on how financial resources are spent in the public arena. “I have been really committed to helping educators understand where disparities are rooted,” she said.

A recently completed project had Rodriguez working with researchers and practitioners across a spectrum of disciplines to conduct a regional study of youth well-being in nine counties. The study, funded by the Sierra Health Foundation, engaged in identifying indicators in health, education, labor and civic engagement.

“This work brought together academics in community development, epidemiology, sociology, education, and landscape architecture, along with social workers, educators, and adult allies of youth,” she said. “It’s exciting to be working with people who are looking at different ways to address the needs of youth in our region.”

In 2009, Rodriguez (in partnership with former California Department of Education consultant Maryann Straub) took the lead on a pilot study of California Healthy State programs that she hopes to scale up for a larger study. The Healthy Start Sustainability Stories Project, funded through a CRESS Collaborative Research Grant, sought to understand from the local perspective what it has taken to keep services going at sites that have been in action for at least five years beyond initial state funding for Healthy Start.

Healthy Start has a long history of supporting the educational success of students via a blending of academic, social, and emotional support services aimed at strengthening youth, families, and communities. Two rural and two urban sites in northern California served as the four case study sites for the project, which engaged staff in co-constructing each site’s “sustainability story.”

“We were really interested in how folks define ‘sustainability’ and what it looks like over time,” said Rodriguez. Sustainability went beyond the notion of financial sustainability, she explained. “We found that often the people who ran these programs were concerned moms who, over time, became community organizers,” said Rodriguez.



Gloria Rodriguez

continued on next page



POLICY TALK: David Kirp's Kids First Agenda

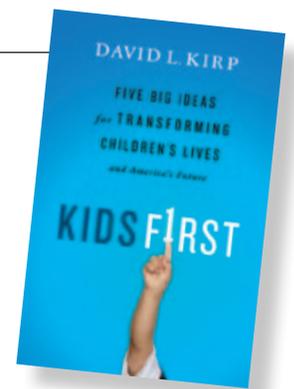
According to UC Berkeley Education Professor David L. Kirp, social programs for children have traditionally concentrated on helping the very poorest kids. But, he argues, America's middle class families also need help.

At a talk sponsored by the UC Davis School of Education and the Institute of Governmental Affairs on April 7, Kirp said that a policy that benefits kids "cradle to career" across social strata is also a policy more likely to sustain popular support.

Kirp's talk "Kids First: Five Big (and Affordable) Ideas to Transform the Lives of Children and America's Future" laid

out his agenda that is "guided by a simple, powerful Golden Rule: Every child deserves what's good enough for a child you love," he said.

Kirp is a professor and former acting dean at the Goldman School of Public Policy at the University of California at Berkeley. His most recent book is *Kids First: Five Big Ideas for Transforming the Lives of Children* (Public Affairs 2011). 



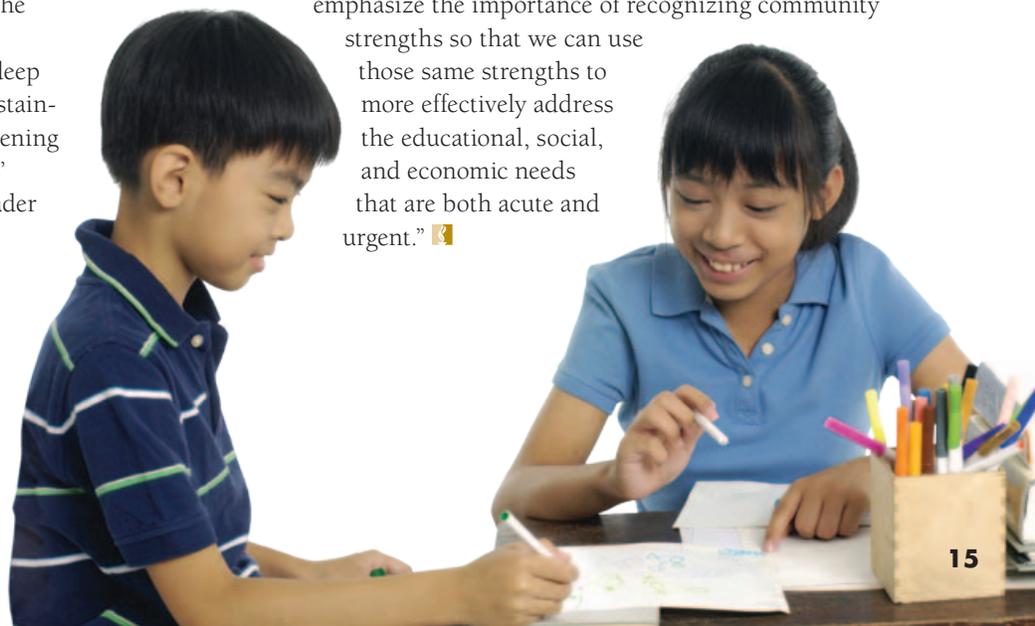
Working Across Disciplines from page 14

Just as they learned to blend different financial resources together to keep the programs afloat financially, they became adept at cultivating relationships with and among the school district and the broader community.

"They really began to understand the concerns of their community partners, which helped everyone realize they didn't need to relax their professional standards in order to be supportive of the Healthy Start program," said Rodriguez. "They became very good at bringing along all the players in the community. Moreover, given the orientation of the staff at these sites and their deep connections to the local communities, their sustainability appeared to rely heavily on the strengthening of community voice and the Healthy Start sites' responsiveness to both formal agency and broader community constituents."

In her work with students in the School's CANDEL (EdD) program, Rodriguez says her focus is on helping them "generate new questions" to help them approach their work with an eye toward the community-school connection.

"I want them to understand that each young person represents strengths and needs," she said. "In my current work, I'm using the lessons drawn from my experiences as a Chicana with a working class background and my research endeavors that have allowed me the privilege of working with community leaders and critical scholars to bring these perspectives to bear on questions of how society invests in young people and communities. In my classes and in my writing, I try to emphasize the importance of recognizing community strengths so that we can use those same strengths to more effectively address the educational, social, and economic needs that are both acute and urgent." 



A FOCUS ON EDUCATION LEADERSHIP AND POLICY

SEEKING A SIMPLER PATH: A Call for School Finance Reform

Heather Rose, assistant professor of education, is an expert in an area of education policy that most people—even policy wonks—just don’t understand: the complex world of school finance. And that’s the problem.

“Most people in the general public don’t really understand how all this money is spent,” said Rose. “If they did, they might be more informed about the funding choices the state makes and more supportive of funding public education.”

Rose focuses her research on analyzing school finance to provide policymakers with alternatives to the current opaque system. What we need is greater transparency, she argues.

“I’ve spent about a decade studying school finance,” said Rose. “It’s the tale of a long and winding road.”

“...different kinds of students have different needs, and some schools may need more resources to meet those needs.”

– Heather Rose

The story begins in the 1970s when Proposition 13 changed the impact of property taxes on district finances and, more importantly, when the 1976 California Supreme Court ruled in “Serrano v. Priest” that the way schools were being funded was inequitable. As a result of that ruling, base funds to schools are equalized per pupil across all schools by district type, regardless of the size, demographics or location of the school.

The court excluded special purpose or categorical funds from the calculation of equitable funding. Over the years, there have been many battles over Serrano, but the basic formula put in place as a result of the ruling has not changed.

“Schools are different and have hugely different needs,” said Rose. “No one knows for sure how much money matters to the performance of a school, but I think we all agree that different kinds of students have different needs, and some schools may

need more resources to meet those needs.”

Most important to Rose and her colleagues is the need for a more rational and transparent system. In “Pathways for School Finance in California,” a recent study Rose conducted with Jon Sonstelie (UC Santa Barbara) and Margaret Weston (Public Policy Institute of California), the researchers lay out five principles to guide change in the school finance system.



Heather Rose

- Meet resource needs: Schools should have the resources for their students to meet academic standards, and the cost will vary for school to school.
- Structure incentives properly: Don’t give schools incentives to chase money or implement programs that are not in the best interest of their students.
- Allocate funds transparently: Make funding clear and simple to understand.
- Treat similar districts equitably: When the state has decided the factors that determine how much a school receives, schools with the same factors should receive the same amount of money.
- Balance state and local authority: Recognize the realities that schools differ widely and that school administrators know more than the state about local conditions.

According to Rose, the state has more than 80 categorical funds, so it is very difficult to track and understand who gets them and why. “All have their constituencies,” said Rose, “and they do not have to be distributed equitably.”

Rose is also an expert on school unions, school board politics, and market factors affecting the pay of teachers and administrators. **4**



◀ Michal Kurlaender

RESEARCH on College-Going: More Entering, Fewer Completing

Despite a marked increase in students entering college over the last 50 years, college graduation rates are “abysmal” at many institutions, according to Michal Kurlaender, associate professor of education policy and leadership.

Kurlaender, who is a national leader in research about college access and completion, focuses her attention on questions around these issues in non-selective, or open access colleges, such as California State University and community colleges.

“Over the last half-century, college access has been on the rise for all students across the board,” said Kurlaender. “Unfortunately, completion rates have not kept up; we know a lot more about how to get students into college than how to prepare them to succeed once they get there.”

Kurlaender says there are a number of potential causes for this state of affairs, including the compositional change of the college student body. “College-going students are much more complicated than they were 50 years ago,” she said. They are more likely to be the first in their families to attend college, to have delayed college entry, to be an English learner, and to attend more than one institution in pursuit of a degree.

Financial constraints facing students also play a significant role in lack of persistence to graduation. Kurlaender’s work has

shown that even among the highest performing students, those who come from economically disadvantaged backgrounds continue to face challenges in meeting their degree objectives, and the need to work while going to school makes it more difficult for some students to finish college.

Perhaps, in our success at getting more students to enter college, Kurlaender pondered, we may have overlooked the fact that not all students will feel prepared or at home in higher education. We need to learn a lot more about what institutions can do to support students’ degree objectives.

The real focus ought to be on community colleges, Kurlaender argues. “We need to understand what happens when students get there, and how community colleges can provide a true second-chance route to a college degree for many students.”

Kurlaender’s current research includes a statewide study of the California Early Assessment Program, which provides students information at the end of their junior year in high school about their academic readiness for the California State University and community colleges. She is also engaged in a study of one middle school’s attempt to implement early college readiness through a professional learning community focused on expository reading and writing. 

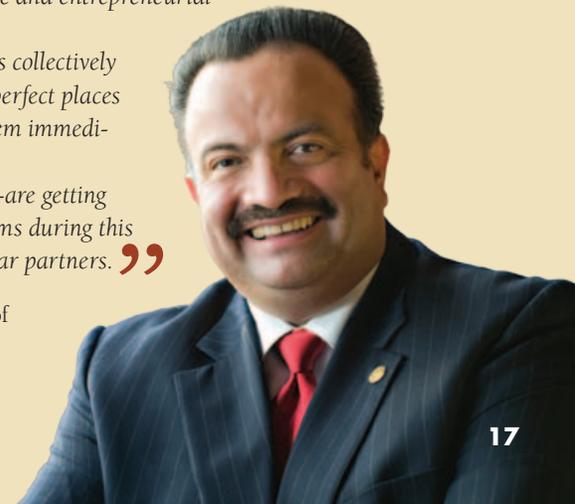
Francisco Rodriguez on Community Colleges

“Community colleges of the Twenty-first Century are uniquely positioned to be nimble, opportunistic and entrepreneurial in anticipating and responding to the needs of a rapidly changing and diverse landscape.

With close to 12 million students—2.7 million in California alone—today’s community colleges collectively represent the single largest provider of higher education in the world. Community colleges are the perfect places for students to begin on their path to four-year universities or to learn technical skills that place them immediately in the workplace.

Not enough students—especially low income, first-generation and English language learners—are getting through the higher education pipeline successfully. It’s not just about identifying new revenue streams during this time of economic decline, but aligning seamless curriculum and strategic alliances with our four-year partners.”

Rodriguez (BA ’85, MS ’97) is superintendent and president of MiraCosta College and a member of the School’s Board of Advisors. He previously served as president of Cosumnes River College and Woodland Community College. He is a first-generation college graduate. 



A FOCUS ON EDUCATION LEADERSHIP AND POLICY

Seeking a NEW PARADIGM for Schooling

Paul Heckman, associate dean and chair of the School of Education's EdD program, has expertise in education research and policy across a wide array of issues—from organizing concerned parents to preparing school and community college leaders to developing innovative and engaging curriculum. But, in the end, Heckman is a big picture guy.

Schooling, whatever its form, must prepare students for the complex thinking and problem solving that life demands, according to Heckman. If we aren't working toward that end, we are likely doing more harm than good.

Drawing on concepts from Daniel Pink's *Drive: The Surprising Truth About What Motivates Us*, Heckman says that

“Kids of the future must be able to deal with complex relationships and problems, and, first and foremost, we need to keep kids engaged.”

– Paul Heckman

what really matters is motivation. Motivation 1.0 requires lower brain thinking, what we might need to escape a menacing animal. Motivation 2.0 provides rewards and punishments associated with routinized tasks. Motivation 3.0 leads to complex thinking—“the kind of learning children require in a world that is unpredictable,” said Heckman.

The problem Heckman explores in his research, his preparation of educational leaders, and in his work at West Sacramento Early College Prep is that schooling too often hovers steadily in the 2.0 range, failing to engage students and motivate them to continue in school.

“Kids of the future must be able to deal with complex relationships and problems, and, first and foremost, we need to keep kids engaged,” said Heckman. “School doesn't get close to that.” We behave as though students are empty shells that we must fill up with knowledge in a nine-month period, rather than recognizing that “children come to school with a lot of

knowledge, and people don't develop in nine-month chunks. Obsessive testing does nothing to help us understand what children know or to predict their success in the real world.”

The way Heckman sees it, we are “boxed in by a paradigm of schooling” that leads up to 50 percent of students of color who are poor to drop out before completing high school. Heckman is involved in several projects that offer hope for a new narrative.

Together, with professor Jamal Abedi, Heckman is leading a four-year study to research the use of formative assessment in mathematics. Formative assessment is intended to assess student knowledge and mastery during the teaching and learning process, enabling teachers to adjust their instruction to address possible deficiencies in student understanding and mastery of particular concepts and problems.

“Everyone talks about the importance of data-driven analysis,” said Heckman. “Well, lousy data drives lousy decisions.” Formative assessment promises to yield data that teachers can use to help children learn and better serve students.

Another project has Heckman and his graduate students exploring High-Tech High School in San Diego where a project-based learning model has been in place for more than eight years. Students there drive the work they do and do work that makes an impact on their community. For instance, one group of students working with the Center for Conservation and Research for Endangered Species (CRES) of the San Diego Zoological Society learned to extract and sequence DNA from dried jerky samples, which simulated the difficult-to-identify samples that might be found in an African marketplace or the cargo on an airplane traveling from Africa.



Paul Heckman

continued on page 20



School and Partners **HOST LEGISLATORS** in Visit to Charter School

“We are walking the talk,” Dean Harold Levine told a small group of legislative staff at a recent visit to West Sacramento Early College Prep (WSECP), a charter school run by the School of Education, Sacramento City College and Washington Unified School District.

One of the hallmarks of the School of Education is its commitment to doing work that matters to educators in the field. Operationalizing its commitment, the School has taken the unusual step of making itself accountable for the management of a school and the success of its students.

To showcase that accountability and to share the hard work of the staff, parents and students of WSECP, UC Davis invited state and federal legislative staff to visit the school at the end of March. In April, Congressman Mike Thompson also made a visit. (See photos of these visits above.)

Before embarking on a tour of the campus to meet students and teachers, representatives from the offices of Senator Barbara Boxer and Congressmen John Garamendi, Dan Lungren and Thompson met with the dean, associate dean Paul Heckman, WSECP executive director Yolanda Falkenberg, Sacramento City College president Kathryn Jeffery, and Washington Unified’s superintendent Dayton Gilleland for an overview of each partner’s role in the school.

“When we established the School of Education, we wanted to create real partnerships with our communities—partnerships in which we define problems together, share goals and agendas, and develop common definitions of success,” Levine told the visitors.

The School’s most ambitious partnership, in many ways, is this charter school. With initial funding from The Woodrow Wilson National Fellowship Foundation, West Sac Prep opened in August 2007 to about 100 sixth and seventh grade students. Eventually the school will serve up to 630 middle and high school students.

“We envision a school that contributes, in significant ways, to addressing many of the serious challenges facing K-12 schools in the region, including low academic performance, high drop-out rates, and language barriers,” said Levine.

Superintendent Gilleland explained his view of the school and its role in the academic plan for the district. “The school provides an opportunity to do something different,” he said. “At this school everything is hands-on. We’d like to utilize some of the same techniques and strategies in other schools. We hope this becomes a learning environment for our teachers in the rest of the district.”

Jeffery explained that high school students at West Sac Prep have the option of taking concurrent college courses at the local branch of the college. “We are very invested in the success of this school and its students,” she said.

Falkenberg said that 24 students in tenth grade are taking courses at Sacramento City College. Nearly all are pulling As and Bs.

Heckman, who meets with WSECP faculty once a week, emphasized the project-based learning approach of the school and the importance of keeping students engaged in their learning.

“We have an engagement gap in public schools—emotionally, academically and behaviorally,” said Heckman. “Urban schools have a drop-out rate of 50-70 percent among their students of color. This is not a new phenomenon, and we know that the consequences are dire for students who do not finish high school.”

The key, explained Heckman, is to “build off something kids know. Students spend only 13 percent of their waking hours in school, but 55 percent out of school,” he said. “They are always learning. So why do we keep relying upon the 13 percent? It’s like people who can play HORSE but are not very good at playing a game of basketball. We keep asking kids to play, but not the game that they really need to play.”

Falkenberg, who took the reins of the school in its second year, noted a marked change in the students’ attitudes and learning since moving to the multi-age project-based approach.

“I believe the multi-age structure helps them learn how to work with others not like themselves and to communicate and collaborate more effectively,” said Falkenberg. “It is much closer to the reality of the workplace.”

A FOCUS ON EDUCATION LEADERSHIP AND POLICY

Looking at Education Leadership from a HUMAN RESOURCE PERSPECTIVE

Phil Young, professor of education policy and leadership, focuses on human resource and compensation issues in education, with a particular focus on issues of equity, pay satisfaction, and pay for performance.

“Right now there is a lot of talk about merit pay and pay for performance,” said Young. “I think this will begin happening first with administrators because those kinds of shifts don’t need to be negotiated under existing bargaining units.”

According to Young, under No Child Left Behind, it is “already implied” that principal and superintendent performance should be linked to the academic performance of students in their schools. “If a school is in ‘program improvement’ for too long, those leaders can be removed,” he said.

In a recent article that Young wrote with colleagues Don Reimer and Karen Young, he looked at several variables including school district characteristics that may have some bearing on the pay of middle school principals. The article, “What to Pay: Effects of Organizational Characteristics and Human Capital Endowments for Initial Salaries of Female and Male Middle School Principals,” explains that “what to pay newly assigned middle school principals has escaped empirical study within the professional literature.”

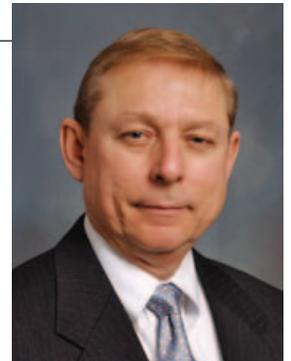
Some of the findings suggest that the poorer the district, the lower an administrator’s pay. Young suggests that parents

of poor students may exert less political pressure on the system to recruit and hire principals at a higher salary.

Young has several articles in press:

- Young, I.P., Young, K.H., & Oto, T. (in press). “Superintendents’ Assessment of Hispanic, Latino, and White Job Candidates for a High School Principalship: Effects of Cultural Subdivisions and Student Characteristics.” *Leadership and Policy in Schools*.
- Young, I. P. & Sever, R.W. (in press). “Effects of Surname and Type of Job Experience of Applicants on Screening Decisions of Female and Male Middle School Principals for an Assistant Principal Position.” *Journal of School Public Relations*.
- Young, I.P., Young, K. H., Vang, M., & Castaneda, J. (in press). “Effects of Principal’s Pay and Pay Satisfaction for Student Achievement at the Elementary School Level.” *National Council of Educational Administrators Yearbook*.

He is also co-author of a recent book *The American School Superintendent: 2010 Decennial Study* (2011), published every decade since the 1920s. 📖



Phil Young

Seeking a New Paradigm for Schooling from page 18

“We must find counter-narratives for schooling if we are going to keep kids engaged,” said Heckman. “Our look at this model might provide us with an opportunity to see how far we can move from the standard nine-month, core curriculum narrative to demonstrate how schooling can be different.”

Heckman is leading an effort at West Sacramento Early College Prep—a charter school run by the School of Education, Sacramento City College and Washington Unified School District—that also relies upon a project-based learning model.

“We are beginning to see the advantages of allowing students to drive their own learning,” said Heckman. In a community with high poverty and a high drop-out rate, “we see kids who are focused and who believe they have possibilities. They feel respected and cared for.” (Read more about West Sacramento Early College Prep on p. 19.)

Our existing model for schooling “constrains kids’ potential,” said Heckman. So he posits alternatives—one study, one student, one school at a time. 📖



◀ Professor and Director of CAP-Ed Tom Timar addresses the third cohort of superintendents to participate in SELF.

CAP-Ed UPDATES

Policy Center Leads Third Executive LEADERSHIP FORUM

How can the University move beyond research to support school district leaders in their efforts to harness and guide education policy while also directing reform in a system badly in need of an overhaul?

By stepping into the trenches with them, according to Professor Tom Timar, director of the Center for Applied Policy in Education (CAP-Ed). “We have been working side-by-side with superintendents over the last few years to help them build a network of professionals focused on school improvement,” said Timar. “The University is the connective tissue bringing scholars and practitioners together to solve the toughest challenges.”

This year, CAP-Ed hosts its third cohort of school district leaders, the Superintendent Executive Leadership Forum (SELF), to help leaders forge strategies and tactics for strengthening their work in the midst of huge challenges facing districts and schools.

“One of our goals is to establish and deepen our relationships with superintendents to ensure that we are conducting research, establishing programs, and advancing policy advice that truly meet their needs,” said Dean Harold Levine.

With funding from the Stuart Foundation, which calls SELF “an intriguing and promising response” to meeting the needs

of administrators, CAP-Ed launched SELF in 2009. The forum is intended to help district and community college superintendents meet over time to work together and engage prominent educators, thinkers, scholars and researchers on how they can support and enhance effective leadership and instruction at school sites. Superintendents meet periodically over the school year to learn from nationally respected education reform experts, such as Michael Fullan and Richard Elmore, and to share their challenges, insights and resources with one another.

“We began this effort after hearing from a number of regional school district superintendent advisors about the lack of opportunity for superintendents to engage on both an intellectual and practical level with their peers and experts to address the challenges of supporting high quality education for all students in California schools,” said Julie Maxwell-Jolly, managing director of CAP-Ed. “Once we began the project, the enthusiastic response of the program participants reinforced the rarity and importance of this kind of professional learning and engagement for superintendents.”

Ultimately, the goal is to find ways to continue to support the growing number of network participants in ways that are beneficial to the superintendents, the students they serve, and the goals of the University. 

CAP-Ed Tapped into the Needs of Leaders and Policymakers

In addition to helping Northern California superintendents build a deep and lasting network for school reform, the Center for Applied Policy in Education (CAP-Ed) provides direct services to districts and connects with policymakers in the Capitol to ensure that their analysis and advice works from the ground up at the same time that it addresses policy coming at schools and districts from the top down.

“People in the Capitol are hungry for the University of California’s engagement and we are hearing the same thing from districts,” said Tom Timar, professor of education and director of CAP-Ed. “When we started planning this center 10 years ago, we began by asking leaders how we could help.”

According to Timar, this approach has helped CAP-Ed carve out a unique niche among a field of highly respected education policy organizations. CAP-Ed focuses on two areas: 1) education policy concerns at the state and local levels, and 2) engaging districts in important questions around teaching and learning.

At the district level, Julie Maxwell-Jolly, managing director of CAP-Ed, conducts research on English learners and immigrant students. Over the last two years, she conducted an in-depth study of English learners at three districts, looking at data over four years, making classroom observations, and surveying stakeholders, including parents and students. This work has been funded by The Cowell Foundation. 

CRESS and Center for Applied Policy in Education TEAM UP for Policy Brief

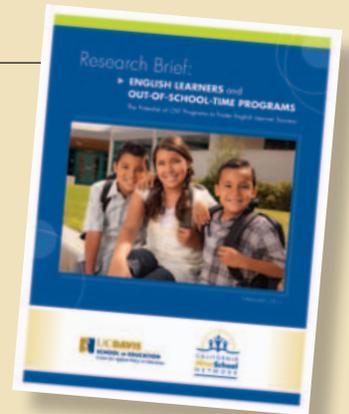
The CRESS Center's California Afterschool Network and the Center for Applied Policy in Education (CAP-Ed) teamed up to produce a policy brief on the efficacy of afterschool programming for English learners.

"English Learners and Out-of-School-Time Programs," written by CAP-Ed managing director Julie Maxwell-Jolly, highlights the potential of programs offered outside of the regular school day to foster English learner success in educational settings.

"The work describes research-supported ways these programs are particularly well-suited to support EL students with extra learning time, staff who speak the primary languages of students, more opportunities to practice English

language skills, and through hiring staff that can make cultural and community connections with students and their families," said Renée Newton, associate director of the CRESS Center.

The brief was funded with a grant from The Robert Bowne Foundation and is expected to be published later this year in the *Journal of After School Matters*. To read more about the brief's analysis and recommendations, visit www.afterschoolnetwork.org/node/9171.



Center for Education and Evaluation Services Presents REPORT ON DISTRICT INTERVENTIONS

At the recent gathering of the American Educational Research Association (AERA), Dr. Theresa Westover, director of the Center for Education and Evaluation Services, presented findings from the second year of a three-year study evaluating California's strategies for assisting districts in Program Improvement Year 3. The study focuses on the realities school districts face in implementing change, with particular attention to those districts required to work with a District Intervention and Assistance Team (DAIT). The study was done in collaboration with Dr. Katharine Strunk at the University of Southern California and is funded through the California Department of Education.



Theresa Westover

When districts fail to meet required federal academic performance targets, they enter "program improvement." Each year that they fail to meet their targets, they receive increasing levels of sanction. If they fail to meet goals for at least three years, they are subject to corrective actions, per state law, which include the requirement to access technical assistance to address their student achievement problems and to file a new plan with the state to demonstrate the actions they will take to improve student achievement.

The study's second year report looked at 43 districts served by DAITs and found that their ability to implement and sustain reformed practices varied widely from district to district. While study findings are encouraging in terms of the

improved structures and practices reported by many districts, district culture, history, demographics, size, location and other contextual factors strongly influence the capacity of the district to implement and maintain meaningful changes.

"Some districts were effectively paralyzed by local issues that blocked significant change in policy and practice, while others were already moving along a change trajectory when their DAIT provider entered," said Westover. Some common areas that districts and DAITs report emphasizing include data systems and using data for instructional decision-making, improving the alignment

of instructional practice and curricula among and within district schools, and improving the structures and supports for English language learners. The ongoing fiscal crisis in California's educational system further complicates districts' ability to implement and sustain their improvement efforts.

The final study report will link the qualitative data from interviews and surveys to a longitudinal analysis of student achievement data to examine the outcomes of this approach to building district capacity. This work is anticipated to be completed in early 2012. The current Year 2 report can be accessed at: <http://education.ucdavis.edu/post/recent-reports>.

Third Annual Academic Literacy Summit Features AWARD WINNING Teachers

More than 120 educators addressed approaches to improving academic literacy—the knowledge and skills needed to be successful in each discipline—at UC Davis in February.

The third annual one-day summit, “Bridging Academic Literacy and Learning with the Realities of High-Stakes Testing” included presentations by teachers who have been successful at engaging students while developing their literacy skills.

“An exciting addition to this year’s summit was the sponsorship by the Carlston Family Foundation, a group that honors the work of outstanding high school teachers,” said Juliet Wahleitner, a PhD candidate and the summit coordinator. “We were able to feature five Carlston Family award winners throughout the day.”

Keynote speaker Marlene Carter, a Los Angeles high school English teacher recognized for outstanding teaching by the Carlston Family Foundation, demonstrated how she makes language arts and debate relevant and exciting for her students in her talk “Prove It! From Oral Argument to Written Argumentation.” She explained that skills that are not tested on

standardized tests, such as listening and speaking skills, are often not taught at all.

“Some people believe students do better on tests if they take tests,” said Carter. “I believe students do better on tests if we teach them something.”

Other workshops ranged from building literacy in math through the Algebra Project to making biology fun and accessible to all students to tapping into the media literacy of “Millennials” (students born between 1982 and 2002).

The UC Davis School of Education, the UC Davis Cooperative Research and Extension Services for Schools (CRESS) Center, the Institute for Academic and Adolescent Literacies, the University Writing Program, the Carlston Family Foundation and the Yolo County Office of Education sponsored the summit. 



Professional Development Programs MARK MILESTONES

Two CRESS Center professional development programs, funded through the California Postsecondary Commission (CPEC) Improving Teacher Quality grants, are making great progress and providing teachers throughout California with opportunities to learn and grow as educators.

Closing the Achievement Gap Write Now

The project, titled “Closing the Achievement Gap Write Now: Using an Innovative Literacy Program to Strengthen Teacher Practices and Pedagogy,” brings together the SAYS and the Area 3 Writing Project to create and implement an in-depth professional development experience for teachers. Our K-12 partner is Twin Rivers Unified School District (located in North Sacramento).

Teachers and students have been working with SAYS poet mentors and other UC Davis writing instructors to move the project along.

“All together, we are confident that as students continue to experience the power of authoring their own texts, they will begin to experience the transformative power of text—spoken or otherwise—to them as learners and leaders,” said Vajra Watson, who along with Chris Thaiss, director of the University Writing Program, is the co-director of the Write Now Improving Teacher Quality project.

continued on page 24



All of the participating English teachers at Martin Luther King Jr. Technology Academy (grades 7-8) and Grant Union High School gathered together in January at the Sierra Health Foundation for the first Closing the Achievement Gap Write Now Meet-and-Greet.

2011 GIRL INSPIRED Leadership Summit

On March 30, more than 400 middle schools girls from Sacramento Unified School District were on campus for a youth leadership conference. The conference featured inspirational speakers, including Adrienne Bankert, KCRA news anchor and annual Jerry Lewis Muscular Dystrophy Association telethon host, and Ruthie Bolton, member of the Sacramento Monarchs women's basketball team. The day offered girls the opportunity to experience "Women of Wisdom" workshops and inspirational performances, including such topics as "Navigating the Road to College," "Eat Right, Play Hard, Live Well," and a campus tour.

"It's a fabulous event where our community of educators connected, inspired, and drew strength and energy from young women," said Kindra Montgomery-Block, CRESS director of training and community relations. 📖



Kindra Montgomery-Block

Milestones from page 23

PacTIN Funds Second Cohort of Teachers

The Pacific Coast Teacher Innovation Network (known as PacTIN T-BAR) has funded its second cohort of teachers with funding it received in August 2010 as part of CPEC's Teacher-Based Reform Grants Program. The first cohort of teachers are wrapping up their projects. In all, 51 teacher teams have received grants of up to \$30,000 over a two-year period to develop and implement creative and innovative approaches to engaging and motivating students.

The goal of PacTIN is to provide classroom teachers with "seed monies" for making their ideas a reality. The program encourage an entrepreneurial spirit by granting the teachers their own resources and holding them responsible for



Joanne Bookmeyer

planning their own professional development and for translating new knowledge and skills into classroom practice and student learning in the classroom.

In May, PacTIN hosted the first annual meeting for its T-Bar grantees. "We want the teams to have an opportunity to showcase the early results of their efforts and to begin thinking about how to expand and sustain the great ideas, energy and

best practices they are already putting into place," said Joanne Bookmeyer, director of PacTIN.

A team of educational partners, including the CRESS Center, Humboldt Science and Mathematics Center, the School of Education at Humboldt State University, and the West Sacramento Early College Prep Charter School, provide project leadership. For more information, visit teachergrants.ucdavis.edu. 📖

GIVING opportunities

School of Education Annual Fund – Help support our students, our research and our public service to benefit all.

For more information, go to education.ucdavis.edu/giving. 📖



Sierra North Arts Project Hosts Reception for Award-Winning Student Artists

Sierra North Arts Project (SNAP) hosted a celebration for eight of the 23 Scholastic Young Artist and Writer Awards in the SNAP region on February 12 in the former Nelson Gallery. Fifty people, including students, family and teachers, honored the winners in the Scholastic Art Award ceremony and exhibit. SNAP is a regional center of The California Arts Project who is the California Affiliate for the national Scholastic Art and Writing Awards, judging 1,400 artworks this year.

UC Davis Alumnus LEAVES ESTATE TO SCHOOL

Bob Kucer (BS '72), a science teacher at Saratoga High School, earned his undergraduate degree at UC Davis and his heart never left the campus. "I'm still connected to UC Davis, whether as an alum or through my own students," he said. He regularly writes recommendations for his Honors Chemistry and AP Biology students who apply to the UC Davis School of Education's Young Scholars Program (UCD-YSP), a summer residential science research program for high achieving sophomores and juniors.

A few years ago, Kucer decided to update his will to reflect charity-giving. "My attorney got me thinking," he recalled. "He said to think about an area that has personal meaning to me—where I've been and might want to be remembered. My fiancée Esther also reminded me that the gifts should help those who need it most," Kucer chuckled.

Kucer realized UC Davis, his alma mater, was on his "short list." Discussions with university development staff led to options that excited him because they responded to the interests he had expressed. As a teacher, he wanted to support his alma mater's education program and help students in need



"I wanted to be remembered while helping others."

– Bob Kucer

who want to become teachers. Part of his estate gift will be used to establish an endowed scholarship fund to support one or more students in the School of Education's teaching credential program.

"When I saw my name—the Robert A. Kucer Scholarship Fund—on that first draft of the gift letter, I remember thinking 'I like that,'" Kucer said with satisfaction, and then he paused. "I only wish I could be here to see the benefits." 📖

School's Researchers Present at Annual International Education Conference

Thirty of the School's faculty, students and researchers presented their latest research at the annual conference of the American Educational Research Association (AERA) in New Orleans on April 8-12, 2011.

The presentations represent the breadth of the School's research interests—from studies on the link between service learning and youth engagement, to assessment of English learners and pre-service teacher preparation, to analyses of mathematical problem solving and education policy.

Learn more about the School's latest research presented at the conference this year: download the School's Education Research Newsletter at <http://education.ucdavis.edu/research>. 📖



GIVING opportunities

Advancing Education Research Fund – Gifts to this fund contribute to new discoveries in education that make a difference for teachers, students, families and communities.

For more information, go to *giving*. ucdavis.edu/schooled/research. 📖

School Jumps in USN&WR Rankings

With only nine years under its belt, the School of Education has made great strides in building a high quality faculty, strengthening its academic programs, and increasing its ability to generate research grants. In 2009, the School ranked 71 on the *US News & World Report* Graduate School rankings. This year, the School is ranked at 58. 📖

Donations to Annual WORDS TAKE WING LECTURE Provide Tickets for Schools



More than 800 children and their teachers attended the School's seventh annual Words Take Wing children's literature lecture in February thanks to many generous donations of individuals and organizations, including faculty and staff, the Davis Kiwanis Club, the Woodland Sunrise Rotary Club, and the Point West Sacramento Rotary Club.



Joyce Carol Thomas

The annual celebration of children's literature, sponsored by the School and the Children's Center at Sutter Medical Center, Sacramento, featured African American author Joyce Carol Thomas. Thomas has written over 30 books and several plays. She won the American Book Award for her first novel *Marked by Fire* and the Coretta Scott King Award for her second, *Bright Shadow*.

Thomas gave two lectures. She spoke at Freeborn Hall where busloads of children and their teachers streamed in for the morning program. In the evening, she spoke to a smaller audience of adults in a conversation with event organizers Joanne Galli-Banducci and Donna Justice.

"People have been so generous in supporting this event over the years, enabling us to serve well over 6,000 children who may have otherwise not had the opportunity to meet a writer who is focused on telling their stories," said Galli-Banducci.

More than 20 people and organizations made \$4,500 in donations to support the purchase of tickets for children from 12 schools to attend the lecture this year. In all, nearly 1,000 students and adults attended the lectures on February 9. 📖

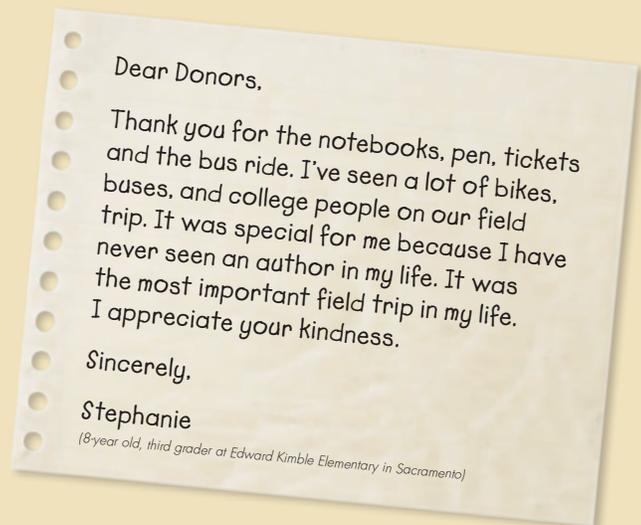


This year, another donation came in the form of a mural painted by art students at Natomas Charter School's Performing and Fine Arts Academy in Sacramento. The mural celebrates the event and the artists' own favorite children's books.

GIVING opportunities

Gifts to the **Words Take Wing Fund** support the School of Education's annual lecture series honoring diversity in children's literature.

For more information, go to giving.ucdavis.edu/schooled/wtw. 📖



Dear Donors,

Thank you for the notebooks, pen, tickets and the bus ride. I've seen a lot of bikes, buses, and college people on our field trip. It was special for me because I have never seen an author in my life. It was the most important field trip in my life. I appreciate your kindness.

Sincerely,

Stephanie

(8-year old, third grader at Edward Kimble Elementary in Sacramento)

Photos by TJ Ushing/UC Davis

YOUNG SCHOLARS PROGRAM

Participants Garner Prestigious Science Awards

Two high school students who have participated in the School's Young Scholars Program (UCD-YSP) have won prestigious awards for their science research.

Krystal Leung was named a finalist in the 2011 Intel Science Talent Search for her study of the effect of exposure to particulates in Central California and its effects on pulmonary inflammation.

Leung, who attends high school in Illinois, began her research in this area while working in UC Davis Professor Kent Pinkerton's lab as

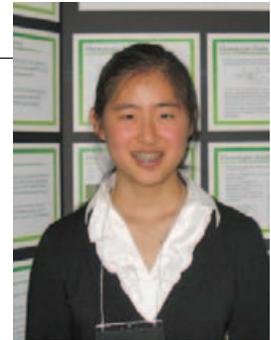
part of her work in UCD-YSP in 2009.

UCD-YSP. Each year, the program has two to three semi-finalists." Intel's Science Talent Search is America's oldest and most prestigious pre-college science competition.

Merry Mou, a student who participated in UCD-YSP in 2010, took first place in the Synopsys Silicon Valley Science and Technology Championship in March.

Nearly 700 students participated in the 50th annual science competition held in San Jose and hosted by the Synopsys Outreach Foundation. Students competed for medals and ribbons by grade and scientific category.

Mou received first place in the Botany Category for her project "Phenotypic and Genotypic Analysis of *Oryza sativa* (rice) T-DNA Lines."



Merry Mou

Note: UCD-YSP is a summer residential research program designed to expose 40 high achieving high school students to the world of original research in the natural sciences with emphases on the biological, environmental and agricultural sciences. For more information on the Young Scholars Program, visit ysp.ucdavis.edu.

The Young Scholars Program exposes 40 high achieving high school students to the world of original research in the natural sciences.

part of her work in UCD-YSP in 2009.

"The UCD-YSP strives to provide rigorous scientific research opportunities that challenge high achieving students at levels often equated to the work of first year graduate students," said Rick Pomeroy, director. "Krystal's selection as a finalist is the fifth such honor earned by participants in the

LARRY VANDERHOEF and GLEN HARVEY

Join School's Board of Advisors

Chancellor Emeritus Larry Vanderhoef has joined the School's Board of Advisors. "I am thrilled that Chancellor Vanderhoef has agreed to join our board," said Levine. "He was the driving force behind the creation of the School and his presence on the board will ensure that his vision and leadership will continue to shape the future.

Glen H. Harvey, a nationally respected leader in education research, evaluation and policy, has also joined the board. Harvey has served as the CEO of WestEd since June 1997.



Larry Vanderhoef

WestEd works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults through research, development, and direct service to educational institutions.

"Glen brings to the board broad and in-depth knowledge of the issues and challenges facing public education today," said Dean Harold Levine. "She has a strong record of leading an organization through its research and intervention efforts in ways that are responsive to the needs of educators in the field."



Glen Harvey

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