

Catalyst

FALL 2014



REEd
RESOURCING
EXCELLENCE
IN EDUCATION

**CRESS Evolves
into REEd**

Page 14

Message from the Dean

What Distinguishes Us?

I had the opportunity recently to make a presentation about the School of Education to my colleagues on the Council of Deans and Vice Chancellors, the senior leadership group for UC Davis. While I reported on our various academic programs and other initiatives—particularly our strong commitment to the worlds of policy and practice—and talked about our extraordinary growth, I put a particular focus on what distinguishes us. I wanted them to understand that we set a course 12 years ago when we became a school that we have made a reality and that continues to define our work for the public good.

The distinction stems from our vision of a society that has eliminated the pernicious inequities in the schooling and learning opportunities for diverse learners; we believe deeply that it is through the power of knowledge, the promise of education, and an unflagging dedication to apply that knowledge on behalf of all learners, that will finally realize this vision.

From the beginning we have committed ourselves to conducting relevant research with high impact. There are as many examples of relevance and impact as there are faculty and professional staff in the School. They work on creating fair tests for English learners and students with disabilities, improving reading comprehension for struggling readers, developing new approaches to help science teachers implement the state's new Next Generation Science Standards, using solid evidence to dissect the claims made about the educational value of online learning, investigating students' educational pathways and their access to, and persistence in, postsecondary schooling, developing learning activities that bridge the classroom experiences of students with their afterschool and summer programs, and... the list goes on.

At the same time we believe in work that is distinguished nationally because of the demonstrated impacts it makes locally and regionally. One of the most exciting examples can be found in our creation of a unique charter school in one of the most under-served communities in our region. Discovering educationally sound methods that keep students engaged in their learning is the single most important ingredient in school success; and we believe our work in this regard will contribute in significant ways to the national dialogue about the purposes and outcomes of schooling.

And there are so many other examples. Our faculty work with game designers to develop a video game that puts youth personal health and well-being at the center of a virtual universe; they study youth engagement in what has become known as the "maker's movement;" they study how learning is advanced through the public's participation in scientific data collection, sometimes on a national or even international level; and they do so much more...

Our faculty are distinguished scholars who share two other significant attributes: they live with one foot in the academy where they write and teach and pursue the work of scholars, but always they place the other foot in the real world of schools and students where their findings will make a difference for learners; and they collaborate with researchers across the campus, state and nation, and thereby derive the best that current thinking from a large variety of disciplines can provide to our understanding of educational processes and outcomes.

Finally, we have worked diligently over the last decade to create both the idea and the reality that we are "One School," distinguished by the universal commitment of our faculty, staff, and students to our single vision and the work necessary to achieve it.

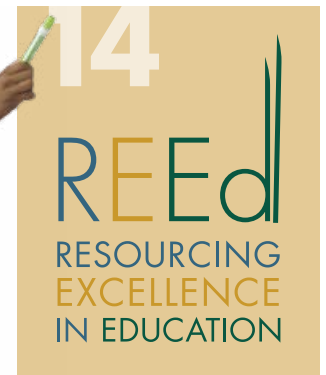


– Dean Harold Levine

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Catalyst

Editor: Donna Justice, Senior Director
of Marketing & Communications
djustice@ucdavis.edu, (530) 601-3945

Production Manager and Copyeditor:
Heidi Sciuotto, Development and
External Relations Coordinator

Website: <http://education.ucdavis.edu>

UC Davis School of Education
One Shields Avenue
Davis, CA 95616

Dean: Harold G. Levine

Associate Dean: Paul Heckman

Assistant Dean, Finance, Administration and
Strategy Development: Damian Chapman

Executive Director, Development and External
Relations: Alison Morr

Executive Director, REEd: Susan O'Hara

Design and illustration: Steve Dana, UC Davis
ATS/Mediaworks

Photography: Karin Higgins, Donna Justice,
and TJ Ushing

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 <http://pinterest.com/UCDEducation>

ALUMNI COUNCIL UPDATE

The UC Davis School of Education's Alumni Council has been busy with meetings and other activities this school year, and we have much planned for the future. For instance, alumni will have several opportunities to meet the dean, participate in our annual Honoring Educators Awards Ceremony and Reception on May 13, 2015, and help serve current students in ways that will ease their path to success.

The Council has formed a subcommittee of members, headed by **Ruben Reyes**, to focus on the issue of diversity and how we can help ensure that teachers credentialed at the School of Education better reflect the look and makeup of the diversity of the students served in schools throughout the state of California. This is a core issue this year (read more below).

We also want to encourage all of our alumni to be involved with us and add to the richness, history, and accomplishments of your professional careers. The more stories, ideas, and input we get from you, the better the Alumni Council can be. It is important for alumni to remember that the School of Education's continued success increases the value of your degree. We strive to be the best School of Education with the best teacher preparation program in the United States. With a wonderful cadre of alumni, we need to circle back around and involve ourselves in reaching this goal. Never underestimate the power and the value of your alumni status.

Please feel free to contact me at spocorn@espp.org or (503) 756-8678 if you would like to be a contributing member of our alumni group. I would love to hear from you.

Sandi Redenbach (BA '72, Credential '73)
Chair, School of Education Alumni Chair



Sandi Redenbach

Alumni Council Forms Committee on Diversity

The UC Davis School of Education Alumni Council has established a diversity subcommittee, chaired by Alumni Council member Ruben Reyes (BA '83, Credential '84), superintendent of the Robla Elementary School District in North Sacramento.

The committee, consisting of all interested council members, is exploring issues of diversity as they relate to students enrolled in School of Education programs. "The group recognizes that the student population in California is diverse at all levels," said Reyes. "We are motivated by the idea that the teachers who provide their instruction should also reflect that diversity. It is a broad concept, but one well worth our time and attention."

Committee members are currently discussing a variety of topics, including recruitment of students to School of Education programs, student support at UC Davis, the image of UC Davis in diverse communities, as well as other topics.



Ruben Reyes

JOIN YOUR ALUMNI ASSOCIATION

Connect with fellow alumni – more than 7,500 teachers, counselors, researchers, and other education leaders, in all 50 states and more than 45 countries around the world. There are many benefits for you to become a member of the UC Davis School of Education Alumni Association (SOEAA), including mentoring opportunities, special events for alumni and students, and networking with other alumni. To join, visit <http://education.ucdavis.edu/join-soeaa>.

Cal Aggie Alumni Association (CAA)

You can also become a member of the CAA. Use membership offer code (SOEAA) and a portion of your membership will support the School of Education. Recent alumni (within one year of graduation) will receive a discount. Learn more about the SOEAA and joining the CAA at <http://education.ucdavis.edu/pod/join-soe-alumni-association>.



From Vietnam to Sacramento: ONE TEACHER'S JOURNEY to the Classroom

In 2003, when **Phung Nguyen** arrived in California at the age of 14, he was placed in a class where he spent hours learning English words with three letters. Vietnam was far away, and he was homesick.

Today, Nguyen (BA '13, Credential '14) teaches physics, biology, and eighth grade science at Sacramento's School of Engineering and Sciences (SSES), one of the newest and only 7th through 12th grade programs within Sacramento City Unified School District.

"The first time I thought of teaching was when I transferred to Valley High School and met Mr. James Welcome," said Nguyen. As the English as a Second Language (ESL) teacher, Welcome did much more than teach English. "He took care of us ESL students, making sure we stayed on track and graduated properly."

Nguyen credits many teachers with inspiring him to pursue education as a career— from his Valley High biology teacher, Kenneth Steele, "whose charisma and energy" stoked Nguyen's love of science, to Mr. Welcome, who also helped Nguyen apply to college at the last minute and paid the application fee himself.

"I will never forget the day I applied to UC Davis."

As an undergraduate, Nguyen majored in wildlife fish conservation biology. His year in the teaching credential program was "very stressful and challenging, and it prepared me well for my current work," he said.

He credits his supervisor, UC Davis School of Education science teaching credential lecturer Rick Pomeroy, and the student services staff in the School with his success. "They made sure I got support financially and got all my paperwork

done. Even after I finished the program, they helped me with job interviews," said Nguyen, who received a SAFE Credit Union VISA scholarship to support his pursuit of a credential in science.

Now in his first full year of teaching, Nguyen has decided to complete his master's degree next year so he can focus solely on his teaching this year. In addition to his teaching load, Nguyen also helps the other science teachers at SSES develop their Next Generation Science Standards curriculum and is the anime club's advisor.

"I am certain most teachers work more than 10 hours a day," said Nguyen. "It is hard work but also rewarding. At the end of the day, it all comes down to the fact that I love teaching. That is my ultimate reward."

"At the end of the day, it all comes down to the fact that I love teaching. That is my ultimate reward."

– Phung Nguyen



the art of teaching

TRANSLATED INTO A LIFE OF SERVICE

for **Susan Schnitzer** (BA and Credential '78), teaching has enriched a life of service to children. In the late 1970s, Schnitzer began her teaching career in Oregon. Having just completed a combination undergraduate degree in American Studies and teaching credential, Schnitzer headed to where teachers were desperately needed: Portland, Oregon. Ultimately, she taught second and third grade for six years in a team teaching, open classroom environment where her preparation at UC Davis helped her shine.

"At UC Davis, I learned to teach in a really multidisciplinary way," said Schnitzer. "I was well-prepared to teach in a classroom with a lot of diversity, from first generation Americans to very poor kids to kids from many different cultures."

She found that reading was a particular challenge for many of her students, so she earned a master's degree and became a reading specialist. Eventually, she left the classroom as a full-time teacher and focused on parenting her three children.

But the passion for teaching was still very much alive in Schnitzer. Over the last 30 years, she has volunteered in her children's classrooms, was a member of the board for her children's school, served as an aide and substitute teacher, helped in the school's kitchen, and even led Sunday school.

Beyond the time spent with her children, she volunteered at the Ronald McDonald House in Portland, where she has been a fundraiser

and board member for 29 years. "That has really been my passion. If children are not healthy, they can't live and enjoy life," she said.

Most important, Schnitzer believes that being trained as a teacher has made her a more effective parent. "I have always used my teaching skills as a parent," she said. "I knew how to build a logical, positive structure in which my children could focus on education and live a responsible, creative, and fun life." Now adults, Schnitzer's children are "really productive and know how to get the best out of themselves."

"Teaching is about building relationships. It's us, not you versus them," she said.

Schnitzer's belief in the power of teaching and commitment to giving back is most evident in her philanthropic support of student scholarships in the UC Davis School of Education. In 2003, Schnitzer established the first endowed fund in the new School of Education to provide scholarship support for teaching credential students. To date, Schnitzer's generosity has made it possible for 11 students to realize their dream to teach.

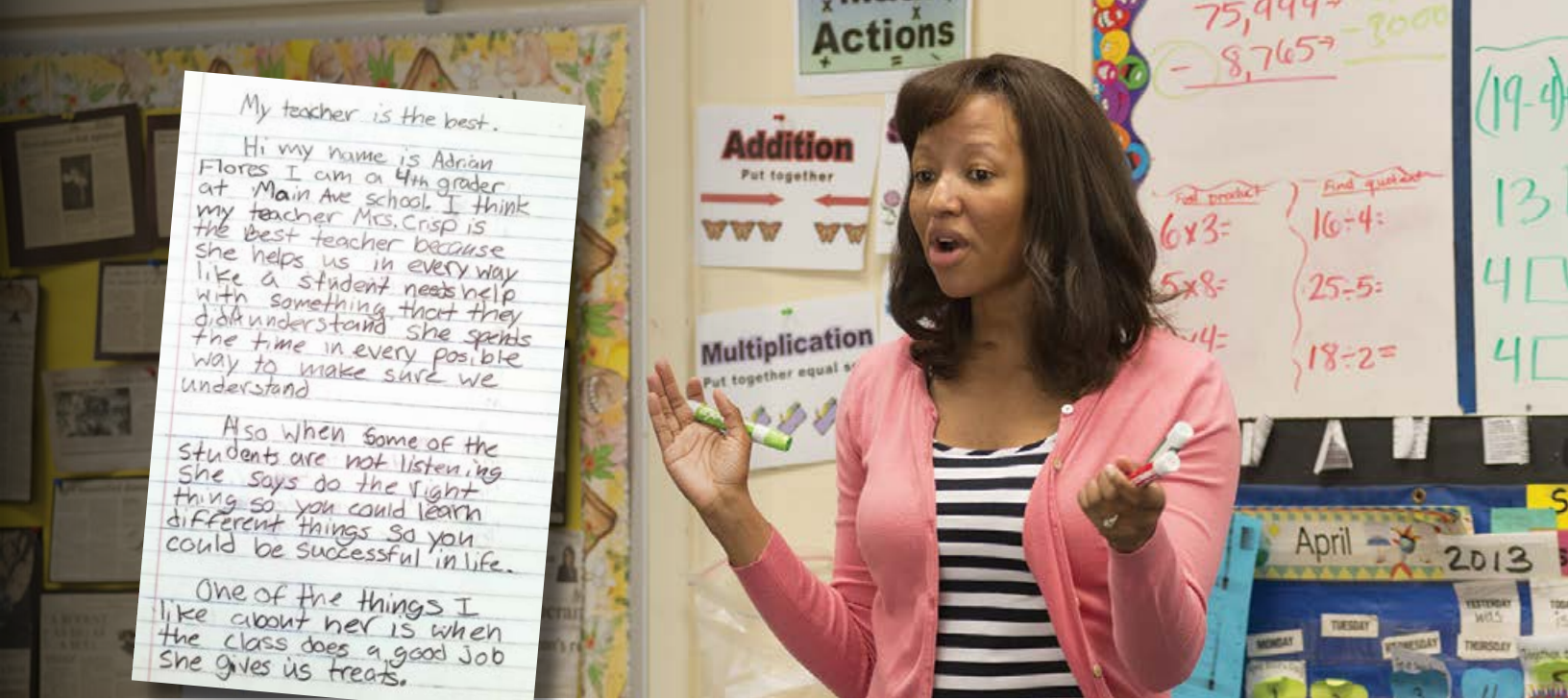
"I am thrilled to know that so many of the recipients of the scholarships are first generation college graduates," said Schnitzer. "I expect they share my passion for teaching and that they will get into a classroom and touch people's lives. It is exciting to know they are getting a little bit of help from me."

As Schnitzer looks forward, she has no intention of leaving behind the teacher inside. "I will be using what I learned as a student teacher at Davis all my life. I can't wait to use it as a grandma."

To date, Schnitzer's generosity has made it possible for 11 students to realize their dream to teach.



Susan Schnitzer



My teacher is the best.

Hi my name is Adrian Flores I am a 4th grader at Main Ave school. I think my teacher Mrs. Crisp is the best teacher because she helps us in every way like a student needs help with something that they don't understand she spends the time in every possible way to make sure we understand.

Also when some of the students are not listening she says do the right thing so you could learn different things so you could be successful in life.

One of the things I like about her is when the class does a good job she gives us treats.

First-Year Teaching Alumna Nominated for Award by Her Fourth Grade Student

Michelle (Benjamin) Crisp (Credential '13, MA '14), just finished her first year of teaching fourth grade at Main Avenue Elementary in Sacramento, Calif. A milestone worth celebrating in itself. But, to her great surprise, Crisp also received a Teacher of the Year award from a local dentist's office when one of her students, Adrian Flores, nominated her.

"My teacher is the best," Flores wrote. "She helps us in every way.... She spends the time in every possible way to make sure we understand.... One of the things I like about her is when the class does a good job she gives us treats."

"[The dentist] surprised me and treated the whole class to a pizza party, gave me a certificate signed by a member of the Board of Supervisors, gift cards, and a beautiful glass apple," said Crisp. "But the thing that touched my heart the most was what the student wrote about me. I will never forget him or this class. I didn't decide to teach for the accolades, but when the children I am teaching recognize my passion and how much I care about their lives, I further know teaching is what I am supposed to do."

2005-06 Susan Schnitzer Scholarship recipient

José Bermudez (Credential '06, MA '07)

"My dreams became a reality thanks to the School of Education and those who support young educators. **The Susan Schnitzer Fellowship in Teacher Education** supported me by serving as a springboard launching me to become an effective and successful educator. In the last eight years, I have served as a kindergarten, third grade, fifth grade and sixth grade teacher. At 29, I became an elementary school principal, and have since moved back to teaching. I feel even stronger today about continuing to work for our kids—to make our world a better place for them and for those to come. I'm even more grateful now than before for the support that Susan Schnitzer's scholarship provided me. I know that without that support, I would not be an educator serving our community."



Are You Still Using It? Tell Us Your Story

Many UC Davis School of Education alumni after teaching have embarked on other careers or paths that are nonetheless informed by their preparation at UC Davis and their experiences in the classroom. Susan Schnitzer's story (on p. 6) is one example. If you left teaching to pursue other interests and would like to share with others how teaching shaped your trajectory, tell us your story at <http://education.ucdavis.edu/tell-us-your-story>.

New Doctoral Alumna Begins Fellowship for Research on **BILINGUAL ELEMENTARY STUDENT WRITING**

Joanna Wong (PhD '14) begins a prestigious two-year mentoring program in the Scholars of Color program funded by the Research Foundation of the National Council of Teachers of English.

The Cultivating New Voices fellowship pairs advanced doctoral students with senior scholars who will support their development as a junior scholar. Wong's mentor is Sarah Freedman, professor of education and a scholar of the teaching and learning of writing at UC Berkeley.

"I am elated to have been selected," said Wong. "Over the next two years, I will participate within a community of scholars who are engaged in equity-focused research. As a fellow, I will receive funding to present at the annual National Council of Teachers of English conference and participate in an annual spring meeting at a university campus. Sarah has already begun supporting me with my academic job search and will be providing me with guidance as I develop papers for publication from my dissertation."



Joanna Wong (PhD '14)

Wong's selection was in recognition of her research on Spanish-English bilingual elementary students' writing experiences in school and her examination of relationships between instructional practice, opportunities to write, and students' understandings and practices around writing. Her research is broadly focused on educational equity and literacy learning among non-dominant populations. In addition to developing papers and presentations from her dissertation research, Wong is co-authoring several papers with School of Education faculty Kerry Enright, Steven Athanases, and Chris Faltis.

She teaches "Inquiry into Classroom Practice" in the School's teaching credential/MA program and is an elementary literacy specialist for the Oakland Unified School District.

"In the future, I hope to study how culturally and linguistically diverse students engage as literacy learners in the new era of Common Core State Standards (CCSS), the role of technology and literacy learning for students, and the implications of teachers' practice and interpretation of the CCSS to support literacy learning for diverse students," said Wong.

Alumnus Gives Talk on **COMMON CORE MATHEMATICS** Modeling Standard

Dan Meyer (BS '03, Credential '04, MA '05), a PhD candidate in education at Stanford University, gave the opening session presentation at the Great Math at Your Doorstep conference of the National Council of Teachers of Mathematics in October. His talk, titled "Fake World Math: Why Modeling Goes Wrong (And How to Get it Right)," drew upon lessons he learned from working with thousands of math educators every year. He finds that there is more disagreement about the Common Core modeling standard than about any other topic, so his talk set out to define modeling and how teachers get their students to like it. Meyer was the School of Education's 2014 Honoring Educators Rising Star Alumnus. Learn more about Meyer at <http://mrmeyer.com>.



Keeping It All in the Aggie Family

UNCLE AND NIECE GRADUATE TOGETHER

Mikael Villalobos (BA '93, EdD '14) and his niece, **Isabel Nuñez** (Credential '14, MA in progress), both shared a well-deserved moment in the spotlight as they each took their turn on stage at the Mondavi Center's Jackson Hall during the UC Davis School of Education's graduation ceremony in June.

Villalobos, who studied in the School's Capital Area North Doctorate in Educational Leadership (CANDEL) program, recently celebrated 21 years of service as a UC Davis employee. A long-time Aggie, Villalobos is the administrator of diversity education in the Office of Campus Community Relations, charged with teaching staff development classes and facilitating trainings on topics related to diversity, equity, and inclusion.

Before taking this position, Villalobos served the Division of Student Affairs for 16 years, first as a clerk with the Health Education Program, and eventually serving as assistant director and regional partnership manager for the Early Academic Outreach Program (EAOP).

"In the process of developing as a leader on campus, I knew CANDEL was the perfect setting in my development as a more

"I knew CANDEL was the perfect setting in my development as a more complete scholar, professional, and human being."

— Mikael Villalobos

complete scholar, professional, and human being," said Villalobos. "Moreover, I really consider UC Davis my community, not only because I affirmatively chose to be a part of this community, but also because so much of my growth and development—personally and professionally—is very much tied to this campus. Just as this institution changed my life, I want to play a role in touching the lives of others who are members of the UC Davis community."

Nuñez is in the School's master's degree program and is a first-grade teacher at American Lakes Elementary in Sacramento, Calif.

"The ability to assess different situations using multiple perspectives is a skill I've employed as a new teacher and is an essential skill gained from my training as a student teacher," said Nuñez. "It is this kind of teacher preparation that led me to choose the UC Davis School of Education in my development both as a scholar and practitioner."

Villalobos also leads the UC Davis Community Book Project. Learn more about this year's book, *Thinking in Pictures: My Life with Autism*, by Temple Grandin, at <http://occr.ucdavis.edu/ccbp2014>.



Mikael Villalobos (BA '93, EdD '14) and his niece, Isabel Nuñez (Credential '14, MA in progress)

IN MEMORIAM

In June and July, the UC Davis School of Education mourned the loss of two promising PhD students: Julie Orosco and Margaret (Maggie) Weston.

Maggie Weston entered the School's PhD program in fall 2011, with a focus on School Organization and Educational Policy. She received the UC Davis Graduate Scholars Fellowship. Her research and engagement with policymakers were instrumental in providing key information for the school finance reforms California recently implemented. She was deeply committed to improving the education system, from the classroom where she had been a teacher to the state in the finance arena. Also certain to shape school education policy in California and in the nation, Ms. Weston's dissertation research was centered on teacher layoffs and the great recession.



Maggie Weston

Beyond her research and policy endeavors, Ms. Weston was a dedicated member of the School of Education community, particularly through the education policy seminars and at the Center for Poverty Research.

For more information on Ms. Weston's research and life, visit the following websites:

- http://www.ppic.org/main/blog_detail.asp?i=1565
- <http://capitolcollegiate.org/board-of-directors/>
- http://www.eastlawn.com/obituary/Margaret-Elisabeth-Maggie-Weston/_/1442234

Julie Orosco was both a PhD candidate in the School's doctoral math education program and the co-director of the UC Davis Mathematics Project, housed in the School. Ms. Orosco entered the PhD program after serving for many years as a classroom teacher and as the co-director

of the Math Project. Ms. Orosco's dissertation was focused on classroom teachers' implementation of the math standards in the Common Core State Standards. Close to finishing her degree at the time of her death, Ms. Orosco had analyzed over 40 hours of teacher conversations during mathematics professional development. She was awarded her degree posthumously.



Julie Orosco

Her research hoped to uncover what factors might play a role in having more productive conversations. Ms. Orosco enjoyed working with in-service teachers who are in pursuit of teaching mathematics for understanding. She was also interested in working with pre-service teachers.

In 2012, Ms. Orosco received one of the School's Power of 10 student scholarships and was a go-to colleague and friend, offering her fellow students and colleagues frequent pep talks and baking tips. Ms. Orosco was a devoted mother of two daughters.

Marjorie Ann Liebert (Credential '74)

In September, Marjorie Liebert peacefully passed away in Palo Alto, Calif. Mrs. Liebert received her teaching credential at UC Davis in 1974 and received a master's degree from Sacramento State University. For 15 years she taught special education and was a lifelong advocate for special needs children. She is survived by husband Burt Liebert, professor emeritus of the School of Education. Read more about her life at <http://www.legacy.com/obituaries/mercurynews/obituary.aspx?page=lifestory&pid=172348099>

NEW FACULTY

BRING EXPERTISE IN HIGHER EDUCATION AND ASSESSMENT

This fall, the UC Davis School of Education welcomed three new assistant professors with a wide range of expertise, from college access and Latinos in higher education to assessment.

“We are pleased to welcome scholars whose research strengthens the School’s focus on the importance of college readiness and access, admissions and support practices for Latinos—the fastest growing demographic in colleges nationwide—and assessment, especially as it relates to teacher evaluation,” said Harold Levine, dean of the School of Education.

Marcela Cuellar, Assistant Professor in Higher Education Leadership

Marcela Cuellar, who is teaching in the School’s doctoral programs, focuses her research on understanding access and success in higher education, particularly for groups who are typically underrepresented or marginalized.

Because Latinos are the fastest growing group in higher education nationwide and because many are attending Hispanic Serving Institutions (HSIs), Cuellar examines what these colleges and universities might be doing to ensure success for these students.

According to Cuellar, as of 2013 there were about 370 HSIs in the United States, with most concentrated in areas with large Latino populations, such as California and Texas. The federal government defines HSIs as having at least 25 percent full-time Latino enrollment. Federally designated HSIs may receive additional federal aid to support these students who are often low income and require extra academic support. Cuellar wants to better understand how HSIs are impacting student outcomes, particularly since many other colleges are considered “emerging” HSIs and may eventually tap into federal aid as well.

“Essentially, almost all public universities and colleges and many private institutions in California are already HSIs



Marcela Cuellar

or emerging HSIs, which are institutions with 15-24 percent Latino enrollment,” said Cuellar. UC Merced and Riverside are designated HSIs. “We really need to also understand what the experiences are of Latinos in higher education; otherwise, we can’t improve educational outcomes” for this very large group of students. “It is really about providing the necessary support for all students to ensure that they succeed and thrive,” said Cuellar. “Whatever helps Latinos succeed helps all students.”

“Ultimately, the function of higher education is to empower students to be engaged citizens, so we need to understand not only how students are evolving and changing during their education, but also how the institutions are fostering student growth. I am excited to do my teaching and research at an emerging HSI and plan to apply my knowledge to inform policy and practice at UC Davis and beyond,” she said.

Cuellar received her doctorate in higher education and organizational change at the UCLA Graduate School of Education & Information Studies. Learn more at <http://education.ucdavis.edu/faculty-profile/marcela-cuellar>.

Paco Martorell, Assistant Professor in Education Policy

Paco Martorell, who is teaching in the School’s doctoral programs, has broad research interests in both higher education and K-12 policy, particularly in the transitions between high school and college and between college and work. In a current field experiment, Martorell is exploring new methods for placing students entering community college into remedial, or developmental, courses and assessing whether those students can move more quickly through these preliminary courses than students typically do.

Martorell is also studying whether potential employers prefer for-profit college or community college graduates, as well as the effects of automatic college admissions for the top 10 percent



Paco Martorell

continued on page 12

New Faculty *continued from page 11*

of high school graduates in Texas. “All of my research is quantitative; I am always interested in isolating causal effects of policies on student outcomes,” said Martorell.

A current project has Martorell researching a growing national trend to keep K-12 students who fare badly on statewide assessments from progressing from one grade into the next. To better understand the effects of this approach on student behavioral outcomes, he is researching New York City’s grade retention system. “More and more districts and states are moving to this model,” said Martorell. “The argument is that it is detrimental to move students forward who haven’t mastered the content of their previous grade level. I am interested in how this kind of system, that some feel is punitive, can affect students’ engagement in school.”

Martorell completed his PhD in economics at UC Berkeley. He was an economist at the RAND Corporation and was a professor at the Pardee RAND Graduate School from 2006 to 2014. Learn more at <http://education.ucdavis.edu/faculty-profile/paco-martorell>.

Megan Welsh, Assistant Professor in Educational Assessment and Measurement

Megan Welsh, who teaches in the School’s PhD and MA programs, conducts research in the use of assessment as an educational reform lever. She is an expert in evaluation of educational programs and the science of developing methods for determining the quality and validity of assessments.

“The context for my work is educational reform, particularly as it relates to accountability for schools and teachers,” said Welsh. “I am interested in how teachers respond to assessments and accountability efforts and how their work changes as a result of assessment.” For instance, Welsh is co-principal investigator on a \$2.3 million grant from the Institute of Education Sciences to examine whether a simple tool for capturing behavioral progress in students can also be used to identify students who need intensive behavioral support. Welsh is collecting data from multiple districts across three states for this study.

Welsh is also researching how consistently teachers and assessments bring Common Core State Standards “to



Megan Welsh

life” by comparing scoring on standards-based report cards, which grade students using the same scale as high-stakes assessments, rather than on the traditional A-F scale. In another project, she is developing new measures in response to the “growing mandate” to evaluate student teachers differently. “Typically, a student teacher’s cooperating teacher scores their performance, but there is a call for value-added assessments that measure a student teacher’s classroom instructional efforts with a link back to the student teacher’s preparation program,” said Welsh.

Welsh received her PhD in educational psychology from the University of Arizona in 2009. She was an assistant professor at the University of Connecticut from 2008 to 2014 and is the associate editor of *Educational Administration Quarterly*. Learn more at <http://education.ucdavis.edu/faculty-profile/megan-welsh>.

FACULTY UPDATE

Cindy Passmore, associate professor of science education, wrote a guest entry, “Implementing the Next Generation Science Standards: How Your Classroom Is Framed Is as Important as What You Do in It,” on the National Science Teachers Association’s *NSTA Blog* on November 10, 2014.

In the piece, Passmore writes, “Our ambitions as teachers of science need to be refocused on developing deep and flexible thinkers with an understanding of how a relatively small number of truly core ideas support the broader scientific endeavor on an ongoing and generative basis.”

Passmore, who is leading a three-year effort to design an online resource of curriculum and embedded professional development to support high school biology teachers in the implementation of the Next Generation Science Standards (NGSS), was a presenter at NSTA’s day-long virtual conference *NGSSPractices in Action* in November. She led a session illustrating how engaging students in the practice of modeling can be the centerpiece of instruction and lead them to deeper understanding of a disciplinary core idea. Find links to the *NSTA Blog* and to more information about Passmore’s research at <http://education.ucdavis.edu/faculty-profile/cindy-passmore>.



Cindy Passmore

Associate Professor **Rebecca Ambrose** has been appointed interim director of teacher education through March 2015, while professor and director Chris Faltis is on sabbatical leave.

Professor **Steven Athanases** has been named to the Faculty Engagement Council for Education Partnerships at the University of California Office of the President. The Council is charged with engaging and connecting faculty and graduate students in the areas of educational access and diversity. They meet twice a year to advise UC's vice provost for education partnerships on ways to promote and support graduate student research, award seed grants to graduate students, and identify annual research foci as well as serve as a liaison between the Office of the President and campus.



Steven Athanases

Associate Professor **Michal Kurlaender** has been named a co-director of Policy Analysis for California Education (PACE), an independent, nonpartisan research center based at Stanford University, UC Berkeley, the University of Southern California, and UC Davis. PACE seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California's education system, from early childhood to postsecondary education and training. Learn more about PACE at <http://www.edpolicyinca.org/>.



Michal Kurlaender

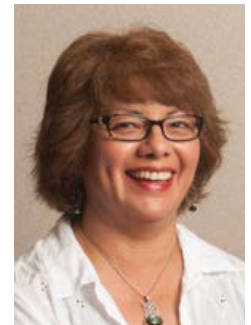
Assistant Professor **Danny Martinez** has been selected to be a 2014 Concha Delgado Gaitan Presidential Fellow by the Council on Anthropology and Education. This early career fellowship is intended to support professional development and mentoring in the field of educational anthropology. Only five fellowships are awarded each year. The selection committee, which chose Martinez from 22 applications,



Danny Martinez

noted the "great potential [of his] work on Black and Latino youths' linguistic repertoires and explorations of research positionality and research tools."

Associate Professor **Gloria Rodriguez** has been appointed co-director of the School's Edd (CANDEL) program for a three-year term. Rodriguez has taught in the program, served on its executive committee, and chaired numerous dissertation committees for CANDEL students during the past nine years.



Gloria Rodriguez



Associate Professor **Cary Trexler** organized and presented a month-long workshop for newly hired teachers in Haiti, as part of work funded through the government of Haiti to re-start high school agriculture education for the country. **Lynn Martindale**, School of Education lecturer/supervisor in the agriculture teaching credential program, accompanied Trexler on the trip. Read more about this project and Trexler's other research at <http://education.ucdavis.edu/faculty-profile/cary-trexler>.



REEd

REEd
RESOURCING
EXCELLENCE
IN EDUCATION

CRESS EVOLVES INTO REEd

The Center for Collaborative Research and Extension Services for Schools, or CRESS Center, was established at UC Davis 25 years ago to put educational research into practice and to improve K-12 teaching and learning. Now two decades later, the needs of our

This reorganization comes out of a year-long strategic planning process that identified the opportunity to better provide for collaborative and professional growth opportunities.

partners in the field and our knowledge of best practices have grown and evolved. To ensure this important group of researchers, professional development experts, and expanded learning advocates can grow and refine their work, the CRESS Center has adopted a new organizational structure and name: REEd (Resourcing Excellence in Education).

REEd's mission is aligned with the UC Davis School of Education's strategic vision and with the leading edge of needs in California and the nation. REEd has developed a framework to guide the scope of its activities consisting of two

distinct yet complementary areas of focus: Networked Improvement Community (NIC) and Education Support Services (ESS). NIC provides a platform to test promising programs, tools, and practices that will be offered in the form of direct services through ESS.

This reorganization comes out of a year-long strategic planning process that identified the

opportunity to better provide for collaborative and professional growth opportunities and to move away from the CRESS Center's "center within a center" model. Most importantly, the new structure will allow REEd to be more intentional and strategic in meeting its partners' needs and in moving research to practice.

In line with the strategic plan, REEd felt it was time to refresh and capture the energy and new direction of its work. The CRESS identity has represented the work well for many years, but the new look and name better reflect an orientation toward collaboration, partnership, and growth.

In addition to its functional meaning, the name REEd makes a metaphorical connection with the "reed," the slender marsh grasses that are native to the Sacramento Delta region where UC Davis is located. Just as the health of the Delta ecosystem is key to the well being of the entire watershed, excellent K-16 education is key to the health of our society. The roots and leaf structures of the reed are a keystone of the wetland ecosystem. Likewise, REEd provides a network of support for building capacity in California's school system that is strong and flexible.

The essential character and mission of CRESS hasn't changed. A commitment to building the capacity of education systems to eliminate inequities is paramount. Everyone engaged in REEd honors the deep ties its researchers and staff have to the education community. The School of Education is proud of the more than two decades of work accomplished through CRESS. We look forward to a future of innovation and collaboration as REEd.

REEd to Lead Statewide Effort to PREPARE TEACHERS FOR COMMON CORE

In June 2014, the UC Davis School of Education was awarded \$5.8 million from the California Department of Education to lead a statewide initiative to provide California K-12 teachers with resources and training that will help them teach their students more effectively.

This grant augments funding for a four-year effort funded through a Teacher-Based Reform Grant (T-BAR) known as the Pacific Teacher Innovation Network, which provided teachers from throughout California with small grants to design their own professional development.

The current grant implemented by REEd (Resourcing Excellence in Education, formerly known as CRESS) will support a group of educators working to develop a model that builds instructional capacity through teacher-driven professional learning. This is one of two large statewide initiatives funded by a federal ITQ (improving teacher quality) grant awarded to REEd.

The delivery model draws on the principles of improvement science and is designed to encourage fundamental changes in the way professional learning is designed and implemented. Two design teams worked together over the summer of 2014 to immerse themselves in identifying a problem of practice. The teams—one included Sonoma County teachers, administrators, and intermediaries and the other included REEd project leads and classroom teacher—described this process as one of “productive struggle” that challenged previously held ideas about professional development and school improvement, according to Joanne Bookmyer, REEd’s director of inquiry and improvement science.

“I am a strong believer in teacher-led professional development. It is the most effective professional development and thinking about it as an issue of scale is exciting. It feels like we are putting together a model that is giving us ideas about how to rethink what we’re doing. We all realized it was time to change and that a first step is to address the underlying beliefs of teachers about their own capacity,” said Karen McGahey, director of Common Core at the Sonoma County Office of Education.

REEd is partnering with UCLA Center X and Chico State University’s School of Education, the two other T-BAR grantees in California, with the goal of fostering the individual and collective growth of educators across the state. Stanford

University researchers are helping to document the strategies, with the goal of developing a framework for a professional learning model that could be scaled-up and used statewide.

Learn more about this work in an interview with Susan O’Hara, executive director of REEd, and Bookmyer at <http://www.youtube.com/watch?v=ebNXkpC92uo>.



Illustration by Steve Dana, UC Davis AFS/Mediaworks, based on a drawing by PacTIN teachers from Grattan Elementary School.

“What the T-BAR initiative has reaffirmed for me is that it is not enough to focus on effective classroom practices. We need to be able to offer schools a systems-based roadmap and guidance on how to ensure that instructional knowledge, materials, organizational structures and relationships are in place to support the effective implementation of those practices.” – Joanne Bookmyer, director of inquiry and improvement science, REEd.

REEd Launches New Program to Strengthen **STEM LEARNING** In and Out of the Classroom

This fall, the UC Davis School of Education launched a new professional development initiative to bring together school-day educators with educators working in out-of-school programs in an effort to strengthen STEM (science, technology, engineering and math) learning activities in both contexts.

The project, known as “Academic Language and Literacy in Every Setting (ALLIES): Strengthening the STEM Learning Ecosystem,” is led by REEd (Resourcing Excellence in Education, formerly known as CRESS) in partnership with the Robla School District, Sacramento County Office of Education, Peregrine Independent School, and the Science and Technology Academy of Knights Landing.

“Today’s youth and educators face ambitious goals for student learning, yet the learning context for kids is not

confined to the classroom. It is everywhere they go in their daily lives, including out-of-school programs,” said Susan O’Hara, executive director of REEd.

In addition to strengthening the “learning ecosystem” for students, the team will work with site-based leaders from both contexts to create the conditions needed to support the enactment of a set of STEM learning activities, based on the Common Core State Standards, the Next Generation Science Standards, and new standards for English language development.

Over the course of the next year, site and district teams comprised of teachers, expanded learning educators, coaches, professional development providers, and leaders from both contexts will participate in five days of professional development.

New Online Course to Provide Professional Development **TO TEACHERS OF ENGLISH LEARNERS**

REEd has launched a new partnership with Stanford University to develop and deliver a collaborative Massive Open Online Course (MOOC) to meet the needs of English language learners.

“Developing Academic Language and Literacy in Every Subject: Essential Practices for Teaching New Standards in Diverse Classrooms” will be taught by Kenji Hakuta (Stanford University), Susan O’Hara (REEd) and Jeff Zwiers (Stanford University). This partnership is an activity of the Academic Language Development Network (ALDN).

“The course facilitates the practical exploration and expertise-building of seven essential academic language development practices that ALDN researchers have identified as powerful for developing school language and literacy across grade levels and content areas and for supporting



the implementation of new standards,” said Susan O’Hara, executive director of REEd.

With a focus on development of “language for content and content for language,” the course organizes a “massive collaboration of educators” who wish to support students, particularly English learners, in developing their abilities to use complex language, according to O’Hara.

“The overall goal is for participating educators to better understand and develop the academic uses of language in school-based learning and apply what they learn in the future,” said O’Hara. The MOOC will launch in January 2015 and is open to educators in all states.

ALDN is a collaborative initiative focused on designing and sharing ongoing research and effective professional development resources for building system-wide capacity to meet the instructional needs of academic English learners. Learn more at <http://aldnetwork.org>.

Small Gifts, BIG PROMISE

UC DAVIS SCHOOL OF EDUCATION
ANNUAL FUND REPORT (2013-14)



THE UC DAVIS SCHOOL OF EDUCATION is pleased to present this report on the impact of Annual Fund support in the 2013-14 school year. Gifts to the School's Annual Fund provide the foundation for our philanthropic program and strengthen all of the School's activities, from offering top quality academic programs and student support to providing programs, advice and expertise to youth, community leaders, and policymakers throughout the state and nation.

Every gift makes a difference. No matter their size, gifts to the Annual Fund increase the power of each of us to support the School's students, faculty, and scholarship, while also strengthening the University's unique dedication to public service from which our entire region benefits.

Last year's average gift to the School's Annual Fund was \$78. This report features the people whose lives have been enriched through the generosity of each and every gift made to the Annual Fund last year.



WE THANK *all of our Annual Fund donors for their generosity and shared vision of a brighter future for all.*

Every gift makes a difference.

PHILANTHROPY has truly helped shape the School of Education, providing our young School with the ability to grow into one of the top 50 schools of education in the country in just 12 short years. Most importantly, unrestricted giving like the gifts we receive through the Annual Fund provides us with the flexibility to allocate funding to areas where it is needed most.

STUDENT SCHOLARSHIPS A Top Priority

STUDENT SCHOLARSHIPS ARE A TOP PRIORITY

Student support is critical to the continued growth of the School and its ability to provide high quality teachers, researchers, and education leaders. Meet three of our students who received Annual Fund Scholarships this year thanks to gifts made between July 2013 and June 2014.

Dean Shreve

TEACHING CREDENTIAL STUDENT/
ANNUAL FUND SCHOLARSHIP RECIPIENT



ARMED WITH A BAD ATTITUDE AND A LOVE OF READING, Dean Shreve passed sixth grade by memorizing *Romeo and Juliet*.

"I was failing, but my teacher offered 1 point of extra credit for every line of the play we memorized, so I did the whole play; she begrudgingly gave me an A in the class," recalls Shreve.

Shreve, who is a student in the UC Davis School of Education's teaching credential program, has taken a long and winding road to become a teacher, a goal he set in fifth grade when another exasperated teacher challenged Shreve to be quiet or take over: "I taught the class one day. I loved it and I did a fantastic job," said Shreve.

The irascible boy grew into a troubled teenager who struggled with alcoholism and barely graduated high school. "I got kicked out of the house my senior year and moved to Washington, working odd jobs for a couple years," he said. Eventually, he worked on a fishing boat in Alaska for six months, all the while continuing to read literature voraciously and dreaming of becoming a teacher.

When he saved enough money, he moved to California, enrolled in Diablo Valley College and got a job waiting tables. When the restaurant went out of business, he lost his job. "I was so in debt, I couldn't afford to buy textbooks."

Driving by an Army recruiting station, he decided on the spot to enlist in the infantry. "I figured I could get money for college, but what I didn't realize was that in the military I would learn the discipline I had been lacking, and I learned to lead." Rising through the ranks quickly, Shreve became a non-commissioned officer. "I was the guy they sent the problem soldiers to," he said.

In 1999, Shreve was deployed to Kosovo. He returned to California in August 2001, joined the National Guard, and enrolled in college. Then September 11th happened, and he was deployed to Ft. Lewis, Wash., and eventually Iraq.

"I have learned that you can only divide your resources so far," said Shreve, a father of three with another on the way. "Without the Annual Fund Scholarship, my whole family would be eating ramen. It's great knowing I can focus on my students and go the whole year without worrying about having to drop out. As a teacher, I will return this gift multiple times through my students who I really believe will change the world."

– Dean Shreve, teaching credential student

"My time there made concrete all the things I noticed were important for a society: the Iraqis supporting us were educated; the people fighting us, weren't," said Shreve. "I also realized that I am always connecting with people. I shared poetry with our interpreters and they shared theirs with me. That was true when I was in Kosovo, too. I shared my love of literature with Albanians and Serbians, alike. It all just solidified the importance of education for me."

In 2004, he re-entered community college. He received his BA in English from UC Davis in 2012. He took a year off to teach English in Spain, earned a master's degree, and researched teaching credential programs. Now, he is doing his student teaching at Florin High School in Sacramento and is determined to provide support and guidance to students who may be struggling as he once did.



Michal Reznizki

PHD STUDENT/ANNUAL FUND SCHOLARSHIP RECIPIENT

A "WRITING PROFESSOR IN TRAINING,"

Michal Reznizki is wielding her expertise in classical rhetoric and composition to shine a light on how PhD students are trained to teach writing.

"I am really interested in teacher training because this is the key to understanding the teaching of writing in higher education, and it may have some implications on the way writing is taught at the secondary level," said Reznizki.

Now entering her fourth year in the UC Davis School of Education's PhD program, Reznizki must devote her time to collecting data on the 90 national PhD programs in rhetoric and composition and to interviewing prominent professors who teach in these programs. Then she will take on the task of writing her dissertation.

An Annual Fund scholarship makes this possible.

"This support is really helping me focus on the research," said

Reznizki. But more important than the funding may be the boost to her morale. "I know that the School of Education cares and is doing everything it can to help students. Getting this scholarship indicates that students really matter and that someone is recognizing my hard work. It is not just a gift; it is very motivating."

Reznizki, who was born in Israel and for whom English is a second language, earned an MA in English literature from San Jose State University. "I've known since I was 12 that I wanted to study in the United States," she said. She chose UC Davis for her doctoral studies because she values the "practical pedagogical approach" that is offered through what she has learned is a unique program.

"There are very few rhetoric and composition PhD programs in the country, and ours is one of them," she said. She credits her advisor Dana Ferris, a professor in the University Writing Program and a faculty member of the Graduate Group in Education, and the program with "opening a lot of doors" into applications for her research.

"I'm glad I took this path," she said.



Destiny Ramos

STUDENT TEACHER/ANNUAL FUND SCHOLARSHIP RECIPIENT

FOR THE YOUNG DESTINY RAMOS (BA 2014),

school was not always a source of joy. Growing up in Fairfield, Calif., Ramos received little encouragement from teachers and struggled academically. Then she entered fourth grade, and everything changed.

"My fourth grade teacher made me feel like I was not a problem," she said. "When I became successful as a student, I knew I wanted to be a teacher."

Thanks to an Annual Fund scholarship, Ramos is now able to, well, fulfill her destiny. Because her path to teaching was not straight, she is grateful for the financial and moral support that gifts to the Annual Fund provide to aspiring educators like her.

Her grandfather told her that as a teacher, she would be "poor," so after some college, she began working at the Solano County courthouse, eventually becoming supervisor of the collections department. "It was not for me," she said.

When she became a CASA (court-appointed special advocate) for abused and neglected children, she knew she had to get back to college. "I remember helping one girl who was failing science pass her class," said Ramos. "I quit my job and enrolled at UC Davis, with the intention of eventually earning my credential from the School of Education."

At the age of 29, Ramos found entering and affording college a challenge. As an undergraduate, she worked two jobs while holding down a full load of courses. "Going back to school

The UC Davis School of Education is "creating really great teachers. Everyone in the program—the faculty and my fellow students—have good hearts. The focus is on diversity and community building. Other programs I looked at just don't compare."

— Destiny Ramos, student teacher

was scary. I had no idea how I was going to pay for it, so I had to work," she said.

But after a full day of student teaching and education classes well into the evening, earning a credential is more than a full-time job. "The Annual Fund scholarship allows me to give my all to the classroom and my students and to absorb all that I can learn. This support is a tremendous advantage and a blessing," said Ramos.

Comparing her experience in the classroom, her preparation for teaching, and the support she receives from the Annual Fund to a "huge circle" of community building, Ramos has taken her own education full circle.

"I spoke to my fourth grade teacher when I got accepted into the credential program and thanked him for all that he did for me," said Ramos.

Making a Difference



Marcela Cuellar

ASSISTANT PROFESSOR

"The funds I have received from gifts to the Annual Fund will help me right away to attend conferences, where I can disseminate my research and get additional perspectives from colleagues, and to jumpstart my research regionally. I want to thank everyone who made a gift to the Annual Fund. As a new faculty member, I don't have a lot of external funding, so this really helps me represent the School of Education at a national level and bring more attention to our work here."

A LITTLE SUPPORT FOR NEW FACULTY CAN JUMPSTART NEW RESEARCH

The School is pleased to welcome three new faculty to the School this fall (read more about them in the Fall 2014 *Catalyst*, pp 10-12). Gifts to the Annual Fund help us provide a leg up to these early career scholars to establish themselves, make connections with other scholars, and represent their work as an integral part of the School of Education's research.

OTHER ANNUAL FUND GIVING BENEFICIARIES

Listed here are just a few other ways gifts to the Annual Fund helped make a difference this past year.

- **Honoring Educators Outstanding Student Award:** Each year, the School honors outstanding students, alumni, faculty, and education advocates at its annual Honoring Educators award event. Only the student honoree receives a cash gift, which they use for research or travel related to their studies.



Thomas Shirley

Thomas Anh Shirley, (PHD '14), 2014 HONORING EDUCATORS OUTSTANDING STUDENT AWARDEE. Thomas Shirley completed his PhD in education in June. His interests include psychometrics, language learners, and eLearning. He holds a Master of Business Administration in International Business and a Master of Science in Computer Information Systems from the University of Miami. Prior to his doctoral studies at UC Davis, he held roles as a mergers and acquisitions advisor and executive with McKinsey, KPMG, and General Electric (GE).

- **Student Conference or Professional Organization Membership:** PhD students have many opportunities to present their research, but often lack the ability to cover the cost of travel or membership. Gifts to the Annual Fund provide support to students who have great promise and great need.
- **Distinguished Speaker Series:** The Annual Fund helps to defray the costs of welcoming educational scholars to the campus each year to present their research and to interact with students and faculty.

CREDITS

SCHOOL LEADERSHIP

Harold Levine, dean

Paul Heckman, associate dean

Alison Morr, executive director, development and external relations

Damian Chapman, assistant dean, finance, administration and strategic planning

Susan O'Hara, executive director, REEd (formerly the CRESS Center)

This report is written by Donna Justice, senior director of marketing and communications (dljustice@ucdavis.edu); Design by Steve Dana, ATS Mediaworks; Photos by Donna Justice and TJ Ushing, ATS Mediaworks.

To learn more about how you can support the UC Davis School of Education, visit our website at <http://education.ucdavis.edu/support-school>

UC Davis School of Education, One Shields Ave, Davis, CA 95616

PLEASE CONSIDER MAKING A GIFT

We are very grateful to our alumni and friends who made gifts to the School's Annual Fund this past year.

Thank you for including the School of Education in your philanthropic giving this year. As the voices and heartfelt thanks of this year's beneficiaries attest, small annual gifts really can add up to BIG PROMISE.

Please make your Annual Fund gift today at:
<http://giving.ucdavis.edu/SchoolEd/AnnualFund>

FORMATIVE ASSESSMENT STUDY NEARING END Offers Many Lessons, Development of Practical Tools

Nearing the end of a five-year study funded by the National Science Foundation, Professors **Jamal Abedi** and **Paul Heckman** have learned much about the status of formative assessment in mathematics and are looking forward to the launch of a website with tools for teachers and administrators early next year.

The work is important because assessing student knowledge during instruction—the heart of formative assessment—empowers teachers to address possible deficiencies in student understanding and increase student learning.

In September 2010, Abedi and co-investigator Paul Heckman, associate dean of the UC Davis School of Education, embarked on an ambitious study to assess the state of formative assessment in mathematics in California. The focus on math stems from concern about persistently low statewide achievement in math compared with the rest of the nation, particularly for underrepresented groups of students.

In the first phase of the study, the researchers found a wide range of definitions of formative assessment. “Different people have different understandings. In fact, among assessment experts, teachers, administrators, and testing companies there were different views,” said Abedi.

For example, he explained that teachers might consider homework or quizzes to be formative. Principals might classify information they receive from parents and pass on to teachers as fitting the definition. Test publishers tend to view off-the-shelf standardized assessments aligned with textbooks as the gold standard of formative assessment.

“Measurement experts think any kind of information—including tests, email communications, and meetings with parents—can be put together by teachers to be used formatively,” said Abedi.

To understand the scope of educators’ understanding and to hone in on best practices, Abedi and Heckman, working with the Project Coordinator, Kimberly Mundhenk and a cadre of graduate student researchers, first sent surveys to all principals in California, about 9,000 in all. They received about 750 responses.

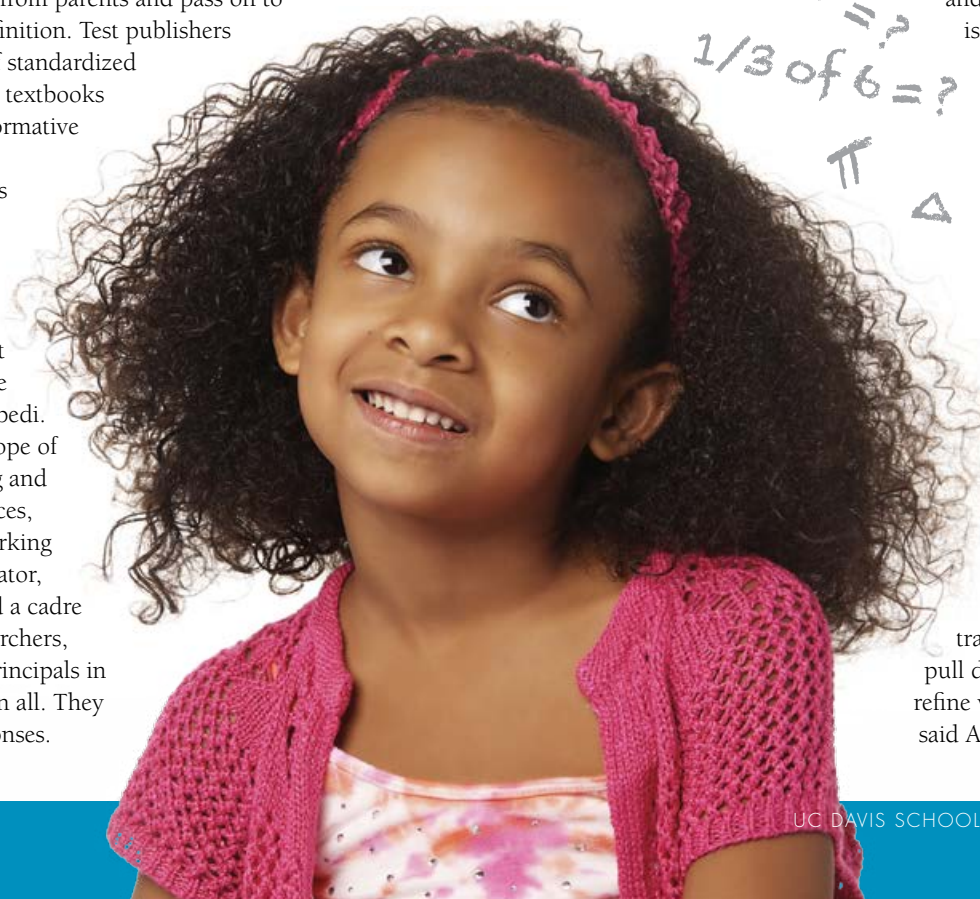
The team then spoke with about 500 district assessment officers involved in curriculum and assessment at districts with large populations of English learners and high levels of poverty. The team asked the districts to identify at least three schools they believed were engaged in good formative assessment practices. From this group, they collected “substantial data” (e.g., sample formative assessments, principal and teacher interviews, and state assessment results) from 122 schools to get a “really good picture” of formative assessment practices at high-need schools.

“We learned that even with the top 122 schools, teachers are not quite sure how formative assessments are done or how the results affect students,” said Abedi.

The consequences, according to Abedi, is that teachers are paying more and more attention to standardized tests and tend to teach to those tests at the expense of assessing student performance during instruction. “Formative assessments are not part of the high stakes world of testing,” said Abedi.

In the next phase of the research, the team developed in-depth case studies of seven schools. This involved “intense observation,” and more interviews and surveys of teachers and students. The result is a set of “universal formative assessment” components: nearly 250 practices and tools based on their study and extensive review of the research literature.

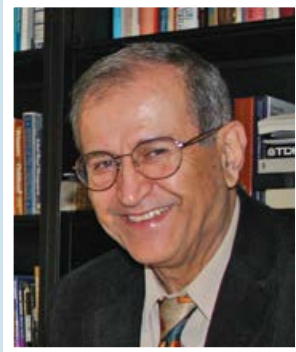
In the first part of 2015, Abedi and his team will launch a website with the tools for educators to select from and implement. “We will track which tools they pull down to continually refine what is available,” said Abedi.



RESEARCH PRESENTATIONS AND PUBLICATIONS

Jamal Abedi, Professor of education

- Abedi, J. "The Use of Computer Technology in Designing Appropriate Test Accommodations for English Language Learners." *Applied Measurement in Education* – Special Issue: Levels of Analysis in the Assessment of Linguistic Minority Students (October-December 2014). Volume 27, Number 4.



Jamal Abedi

Read more about Abedi's research at <http://education.ucdavis.edu/faculty-profile/jamal-abedi>.

Kevin Gee, Assistant professor of education and faculty research affiliate with the UC Davis Center for Poverty Research

- "The Effects of Single-Sex Versus Coeducational Schools on Adolescent Bullying Victimization and Perpetration: Evidence from South Korea": a presentation at the November conference of the Association for Public Policy and Management in Albuquerque, New Mexico.
- Gee, K. A. (2014). "Achieving Gender Equality in Learning Outcomes: Evidence from A Non-formal Education Program in Bangladesh." *International Journal of Educational Development* (forthcoming).



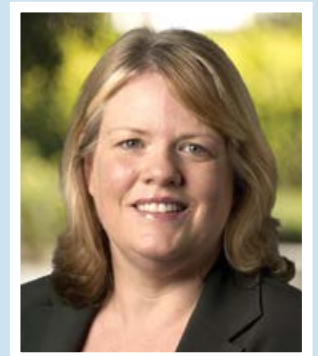
Kevin Gee

- Gee, K. A., & Cho, R. (2014). "The Effects of Single-Sex versus Coeducational Schooling on Adolescent Bullying: Evidence from South Korea." *Journal of Adolescence*. 37(8).
- Abe, Y., & Gee, K. A. (2014). "The Importance of Sensitivity Analyses for Evaluations Based on Clustered Randomized Trials: An Illustration from a Large Scale Evaluation of a Teacher Professional Development Program." *Evaluation and Program Planning*. 47: 26-34.
- Cooc, N., & Gee, K. A. (2014). "Asian American Students and School Victimization: Trends and Moderators." *Journal of Adolescence*. 37(6): 839849.

Read more about Gee's research at <http://education.ucdavis.edu/faculty-profile/kevin-gee> and <http://poverty.ucdavis.edu>.

Susan O'Hara, executive director of REED

- Zwiers, J., O'Hara, S., & Pritchard, R. (2014, November). "Three Meta-Strategies for Bulking up the Quantity and Quality of Classroom Talk." *ASCD Express*, 10, 5.
- Zwiers, J., O'Hara, S., & Pritchard, R. (2014). "Conversing to Fortify Literacy, Language, and Learning." *Voices from the Middle*, 22(1), 10-14.
- O'Hara, S., & Pritchard, R. (2014). "Using New Technologies to Support the Academic Language and Literacy Development of Adolescent English Learners." *EdTechnology Ideas*, 1(3).
- Pritchard, R., O'Hara, S., & Zwiers, J. (2014). "Using New Technologies to Engage and Support English Learners in Mathematics Classrooms." In D. Polly (Ed.) *Cases on Technology and Common Core Mathematics Standards* (pp. 145-163). IGI Global. Hersey, PA.



Susan O'Hara

Read more about O'Hara's research at <http://education.ucdavis.edu/staff-profile/susan-ohara>.

Megan Welsh, assistant professor in educational assessment and measurement

- Miller, F. G., Cohen, D., Chafouleas, S. M., Riley-Tillman, T. C., Welsh, M. E., & Fabiano, G. A. (2014). "A Comparison of Measures to Screen for Social, Emotional, and Behavioral Risk." *School Psychology Quarterly*.
- Welsh, M. E., Eastwood, M. & D'Agostino, J. V. (2014). "Conceptualizing Teaching to the Test under Standards-Based Reform." *Applied Measurement in Education*, 27(2), 98-114.
- Howard, E. Welsh, M.E., Levine, T. & Moss, D.M. (2014). "How Can We Create Forms of Assessment and Data Collection to Support Accreditation, Research, and Program Improvement?" In T. Levine, E. Howard & D.M. Moss (Eds.) *Preparing Classroom Teachers to Success with Second Language Learners: Lessons from a Faculty Learning Community*. New York: Routledge.

Read more about Welsh's research at <http://education.ucdavis.edu/faculty-profile/megan-welsh>.

STUDENT RESEARCH



Education Graduate Students Present Research at Convocation

At this year's campus Fall Convocation, the Chancellor hosted a student research exposition in the Vanderhoef Quad outside the Robert and Margrit Mondavi Center for the Performing Arts. Nine UC Davis School of Education doctoral students and recent graduates participated.

Sheri Atkinson (EdD): "Bridging the Divide: Perceptions of Effective Responses to Student Protests as Perceived by Administrators and Student Activists."

BernNadette Best-Green (PhD): "Thriving While Black: Understanding Black University Students' Perspectives about the K-12 Teacher & School Characteristics that Were Most Helpful and Harmful to Their College Aspirations." Learn more about Best-Green's research at <http://education.ucdavis.edu/student-profile/bernnadette-best-green-m-ed>.

Colin Dixon (PhD): "Make to Relate: Narratives of, and As, Community Practice."

Miriama Gray (PhD): "Discretion and Discipline at Disadvantage at Americana High School: How Vice-Principals Can Create Latino Disadvantage."

Nancy Calhoun McIntyre (PhD): "Reading Comprehension Impairments in Higher Functioning School-Aged Children with Autism Spectrum Disorder."

Rachel Restani (PhD): "Classroom Discussion Observation Instrument." Learn more about Restani's research at <http://education.ucdavis.edu/student-profile/rachel-restani>.

Mikael Villalobos (EdD '14): "An Investigation of Academic Outcomes of Participants in UC Davis Student Retention Programs."

Lina Yamashita (PhD): "How Pre-Service Teachers Navigate Trade-Offs of the Food System: Using Time Scales to Explore Understanding of Sustainability." Learn more about Yamashita's research at <http://education.ucdavis.edu/student-profile/lina-yamashita>.

Matthew Zajic (PhD): "Writing Development and Working Memory in School-Age Children with Autism Spectrum Disorder: Preliminary Longitudinal Data." Learn more about Zajic's research at <http://education.ucdavis.edu/student-profile/matthew-zajic>.

Five School of Education students have been awarded competitive fellowships to conduct research on a wide range of issues important to youth and education. Kevin Gee, assistant professor of education, advises on each of the projects listed below:

Kelsey Krausen, PhD student, has been appointed a research fellow with the UC Davis Center for Poverty Research. Her research examines trends in student absenteeism and truancy using data from the California Healthy Kids Survey.

Ijeoma Ononuju, PhD student, has been selected to conduct an impact evaluation of a school nutrition intervention for 2014-15. His fellowship is supported by the Healthy Youth/Healthy Environment (HY/HE) initiative on campus and comes with a \$1,000 stipend.

Mark Theile and **Visnja Milojicic**, students in the MA in education policy program, have also been awarded similar fellowships by HY/HE to conduct research for 2014-15.



Michael Hill, PhD student, spent five weeks this fall (October to December) evaluating an elementary reading program called Literacy Boost in the Philippines, as a research fellow for Save the Children's Save-University Partnership Program.

STUDENT NEWS

PhD Students Lead Professional Development for TEACHERS IN CHINA



Leslie Banes



Michael Hill

In November, UC Davis School of Education PhD students **Leslie Banes** and **Michael Hill** led a two-week professional development seminar in China for fourth through ninth grade teachers of science, technology, engineering and math (STEM).

The work is done through a partnership between the UC Davis School of Education and the Beijing Huanyu Zhida International Education Consulting Company, which organizes specialized, in-country training from international faculty for K-12 educators—teachers, principals, and administrators—in Chaoyang District of China. The program invites faculty, or graduate students with at least 15 years experience, to lead a 10-day teaching assignment.

Banes and Hill wrote, developed, and delivered “Collaboration and Authentic Learning in the 21st Century” curriculum for STEM instruction, focusing on collaboration and critical thinking.

Banes, who has a teaching credential in mathematics and a bilingual elementary credential, as well as a master’s degree in education, has taught elementary, middle and high school in the United States and Spain. She teaches School of Education students in its elementary credential/MA program. Learn more about her research at <http://education.ucdavis.edu/student-profile/leslie-banes>.

Hill, who has a teaching credential in mathematics, a master’s degree in education and a master of public administration degree, taught middle school algebra and computer science for nine years. He teaches education, management and quantitative methods for American River College, Brandman University, and UC Davis. Read more about his research at <http://education.ucdavis.edu/student-profile/michael-s-hill>.

The work is done through a partnership between the UC Davis School of Education and the Beijing Huanyu Zhida International Education Consulting Company.

Visnja Milojcic (MA in education policy) has received the Segal Ameri-Corps fellowship from City Year Los Angeles. Recipients must complete more than 1,700 volunteer hours for City Year. UC Davis Graduate Studies has matched the fellowship award to cover Milojcic’s fees to attend the School’s year-long Master of Arts program in education policy. City Year’s mission is to end the high school dropout crisis, by providing tutoring for low-performing students in grades 3-9 in the areas of English and math. (Dean Harold Levine serves on the board of City Year Sacramento.) Learn more about City Year at <http://www.cityyear.org>.

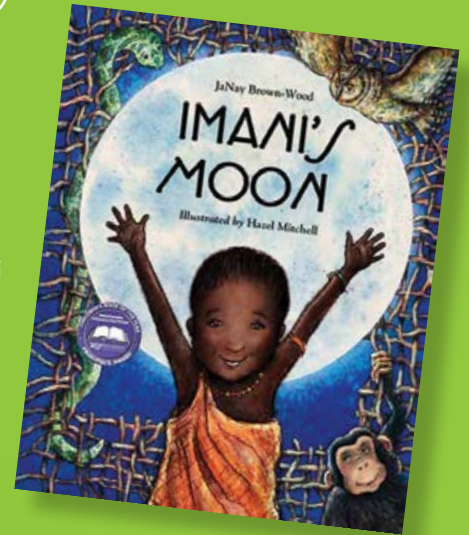
STUDENTS



JaNay Brown-Wood

JaNay Brown-Wood (PhD) published her first children's picture book, *Imani's Moon*, in October. The book has been selected as the National Association of Elementary School Principals' Children's Book of the Year and publisher Charlesbridge named it "Picture Book of the Month."

The main character in the book, Imani, is a young Maasai girl with a loving mother and a desire to do something great. When she decides she wants to touch the moon, she works hard to reach her goal, even in the face of teasing from the naysayers around her. Learn more about Brown-Wood's writing at <http://www.janaybrownwood.com>.



BernNadette Best-Green (PhD) has been selected for participation in the California Council on Teacher Education's (CCTE) 2014-2015 "Quest for Teacher Education Research" to conduct an ethnographic research study titled "Understanding How New Teachers Can Augment the Academic Achievement of Culturally, Linguistically, and Socioeconomically Diverse Learners." Best-Green is the principal investigator on this study working under the collaborative sponsorship and supervision of School of Education professors Karen Watson-Gegeo and Danny Martinez. She will also work closely with her CCTE mentor, Ronald Solorzano, a professor of education at Occidental College.

Best-Green received the 2014 Mark Cary Reflective Learner Award, the Graduate Group in Education's 2014-2015 Teacher Educator-Scholar Fellowship, and a UC Davis and Humanities 2014-2015 Graduate Student Research Award.

Follow the results of another of Best-Green's research studies, "Thriving While Black," on Facebook at <https://www.facebook.com/KeepThrivingWhileBlack> and read more about her other research at <http://education.ucdavis.edu/student-profile/bernnadette-best-green-m-ed>.

BernNadette Best-Green

GLOBE EDUCATION ACADEMY FOR TEACHERS

Celebrates with

FALL FESTIVAL

In November, the Globe Education Academy for Teachers celebrated the close of its ninth year with the annual Fall Festival at the Robert and Margrit Mondavi Center for the Performing Arts. Twelve teachers who spent the last year studying performance-based ways to teach Shakespeare led their students in an abbreviated performance of Julius Caesar.

The Globe Education Academy is a professional development initiative that provides in-depth learning opportunities for selected drama and English teachers of grades 7–12 and community colleges. The annual program, offered in partnership by the Los Rios Community College District, the UC Davis School Of Education, the Mondavi Center at UC Davis, and Shakespeare's Globe in London, immerses teachers in the world of Shakespeare. Teachers attend workshops throughout the year led by Los Rios and UC Davis faculty as well as Globe Education practitioners and spend two weeks during the summer in London working at the Globe Theatre.

Learn more at <http://education.ucdavis.edu/globe-education-academy>.



DINNER WITH A SCIENTIST KICKS OFF FOURTH YEAR

In November, Dinner With A Scientist kicked off its fourth year of bringing together students and scientists in an effort to ignite a passion for studying and working in science.

Dinner with a Scientist, hosted through a partnership between the Sacramento Area Science Project and Sacramento's Powerhouse Science Center, provides an opportunity for 7th–12th grade students to interact with scientists from many different disciplines over dinner twice a year. The goal is to inspire and motivate students to excel in STEM (science, technology, engineering and math) disciplines and encourage them to pursue STEM careers. Scientists gain an unequalled opportunity to interact with young people and share their scientific passion, experience, and journey.

Twenty-six scientists and more than 150 students and their teachers attended the most recent event, held at the Twin Rivers Unified School District headquarters. Featured scientists included Ronald Coleman, a professor of ecology and fish behavior at Sacramento State University, and Jeremy Beau, a natural products chemist at Bayer CropScience.

Please join us in thanking the sponsors of Dinner With A Scientist:

- Bayer CropScience
- IBM
- Pasco
- Pacific Gas & Electric
- Twin Rivers Unified School District

ADVENTURES IN ENRICHMENT

Hundreds Attend School's Youth Summer Camps

After a grueling sixth grade year filled with tests, projects, and pressure, a 12-year-old boy was hesitant to step out of his parents' car upon arriving at the UC Davis School of Education's Adventures in Enrichment camp this summer. Despite his love for science & engineering, he didn't want to venture out of the comfort of his seat. At this point, one of the School of Education camp counselors made her way over to the car and talked the young man through his reservations. It was the focus on learning, not grades that turned the tide.

This is one story among many of the 700 students (grades 2-12) who attended the School's fourth annual summer program of week-long camps focused on STEM (science, technology, engineering and mathematics).

"The camps serve as a fun and stress-free way for students to broaden their understanding of STEM and enjoy interactive learning without the burden of grades or exams" said Andee Press-Dawson, director of Adventures in Enrichment.

"Summer fun with a brain," as Press-Dawson likes to call the endeavor, is led by credentialed teachers and faculty from UC Davis. Learn more about Adventures in Enrichment and watch for Summer 2015 registration information at <http://education.ucdavis.edu/adventures-enrichment>.



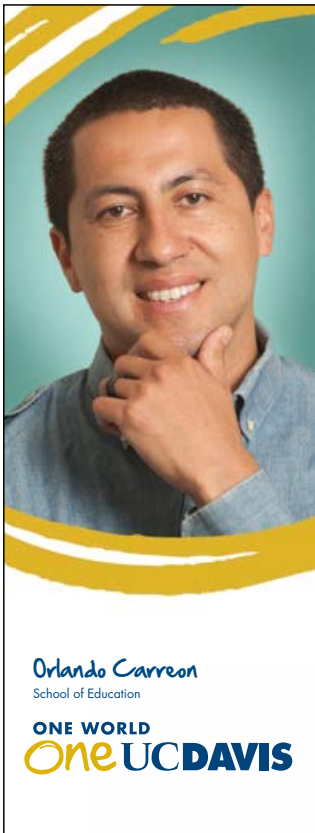
"My co-teacher and I each brought three students to Dinner With A Scientist. This is the second dinner I have attended with students, and I plan to bring more students to the spring event. I think this event is a great chance for kids to see what kinds of science careers are out there. The highlight for me is always the drive home when the kids talk about what they learned or talked about at their tables."



Megan McKenzie

– Megan McKenzie (BS '06, Credential '08, MA '09), an 8th and 9th grade biology teacher in Davis and associate director of the School of Education's Young Scholars Program.

School of Education Faculty and Students Featured in ONE UC DAVIS CAMPAIGN



One World, One UC Davis is a global network of people connected to our university. It is the positive impact of our unsung heroes, imaginative research teams, and innovative thinkers. What our people share in common is they are transforming lives, celebrating humanity and nature, and inspiring breakthroughs in California and beyond.

In the UC Davis One campaign, we tell the stories about how together, at UC Davis, we are changing our world for the better. Read about some of the School's unsung heroes at <http://education.ucdavis.edu/pod/one-world-one-uc-davis>.

In addition to published stories on the One UC Davis website, banners are located in various areas of the campus featuring faculty, students, alumni, and others. Banners for the following School of Education alumni, students, and faculty are up:

- Alumna Charlotte Kimball
- Associate Professor Gloria Rodriguez
- Associate Professor Cary Trexler
- Alumni Sandi Redenbach and Ken Gelatt (campus visionaries)
- PhD Student BernNadette Best-Green
- PhD Student Orlando Carreon (shown at left)

An interactive map of banner locations is available at <http://ucdavis.edu/one>.

At UC Davis, we
are changing our
world for the better.

Sandi Redenbach
and Ken Gelatt



CALIFORNIA AFTERSCHOOL NETWORK Updates

Lights On Afterschool Celebration

In October, the California AfterSchool Network participated in the annual Lights On Afterschool event at the California State Capitol. One million Americans and more than 9,000 communities nationwide celebrate the event to highlight afterschool programs that keep kids safe, inspire them to learn, and help working families. Hundreds of California programs showcased their work. See pictures and other highlights at the Lights On AfterSchool Facebook page.

California Ranked First in After School Programming

California is ranked number one in the nation for its afterschool programs, according to finding in a new report by the Afterschool Alliance, “America After 3PM.” The report is based on a national household survey that assesses participation, access, public support for afterschool, and family satisfaction with afterschool programs.

“The California AfterSchool Network has worked tirelessly to increase quality in expanded learning programs,” said Jeff Davis, acting director of the California Afterschool Network, housed in the UC Davis School of Education. “This designation is a source of pride for the work that we, and countless others have done to offer quality

expanded learning programs to the youth who need it most in California.”

Read more about the report at <http://www.afterschoolnetwork.org/post/california-ranks-number-one-after-school>.

Report Outlining Standards for Expanded Learning Developed in Partnership with School’s California AfterSchool Network

In September, California’s governor, Jerry Brown, signed SB 1221 into law, which will improve the quality of after-school and expanded learning programs and encourage more programs to operate year-round. The law relies upon the development of standards completed through a partnership between the California Department of Education’s (CDE) After School Division and the California AfterSchool Network (CAN) Quality Committee. CAN is housed in the UC Davis School of Education’s Resourcing Excellence in Education (REEd) Center (formerly known as the CRESS Center).

Tom Torlakson, state superintendent of public instruction, released “Quality Standards for Expanded Learning in California,” which provides a road map and a set of guidelines for implementing innovative and engaging programs. Read more about the standards in the report here: <http://www.afterschoolnetwork.org/post/quality-standards-expanded-learning-california>.



California Youth Compete to “Save the Earth from a Comet” in UC Davis STEM Program

In August, dozens of middle school youth, from under-served schools in San Francisco, Gilroy, and the Silicon Valley, represented California in the only national robotics competition that takes place in space.

The competition is the culmination of a month-long summer-learning opportunity coordinated by the California AfterSchool Network, in which middle school youth were challenged to write computer code to control soccer-ball sized flying robots called SPHERES, which are actually being tested by NASA and the Massachusetts Institute of Technology (MIT) aboard the International Space Station (ISS) to do important tasks in space. Their codes controlled SPHERES in a competition against rival SPHERES programmed by students from seven other states and the District of Columbia.

Astronauts working on the International Space Station administered the competition in partnership with the Director of MIT’s Space Systems Laboratory (here on Earth). This year’s competition—the second year of a pilot program at NASA Ames—challenged students to write computer codes that control the SPHERES to use gravitational attraction, or laser repulsion, to change a comet’s trajectory and save mankind from obliteration.

“The competition builds lifelong skills, interest, and increased awareness of innovative career opportunities in science, technology, engineering and mathematics (STEM),” said Jeff Davis, interim director, CAN.

Special thanks to Karen Nikos-Rose for her contributions to this article.



TEACHER EDUCATION PROGRAM

Receives Unanimous Recommendation for Accreditation by State

After months of documentation and a formal site visit to the UC Davis School of Education in April, the California Commission on Teacher Credentialing's (CTC) Committee on Accreditation gave a unanimous recommendation of accreditation for the School's Teaching Credential program.

The recommendation was based on a thorough review of an institutional self-study; additional supporting documents available during the visit; and interviews with administrators, faculty, candidates, alumni, and local school personnel. Credential programs in California are up for full accreditation review with a site visit every five years, with ongoing reporting in the interim.

The review committee's report to the Committee on Accreditation expressed "high praise" for our program, according to **Paul Heckman**, associate dean.

According to the CTC, the accreditation system is a series of activities, which over time give a clear picture of an institution or program sponsor including:

- The program's history
- How the program examines its practices
- How the institution makes changes
- Whether the institution implements a program aligned to state adopted standards

The process, led by now-retired Associate Director of Teacher Education **Barbara Goldman**, culminated in three-day site visit in April.

"A truly enormous amount of effort went into making this a success—both for the site team visit and for the months of advance preparation and documentation that were required," said Harold Levine, dean. "The site team was genuinely inspired by the wonderful community of educators that is connected with our Teacher Education program. It is really thanks to all of you that our Teacher Education program truly shines."



Barbara Goldman

"A truly enormous amount of effort went into making this a success—both for the site team visit and for the months of advance preparation and documentation that were required."

– Dean Harold Levine

UC Davis School of Education Teacher Education Pillars

Advocacy: the promotion of an array of social and cultural practices to support equity for all students, and especially emergent bilingual students, students living in poverty, and students with special learning needs. Credential candidates learn to teach in a range of settings, including high poverty and linguistically diverse schools.

Inquiry: the constant posing of questions about teaching and learning practices, and the systemic investigation of practices to improve learning in classroom settings. Credential candidates complete an inquiry project.

Collaboration: working in teams to build a community of learners, with fellow teaching candidates, resident teachers, families, and teacher educators. Teacher education programs are cohort-based.

Reflection: credential students are asked to reflect on planning for learning, teaching, and assessment practices, what counts as learning, and educational reforms.

Administrators Vouch for the Excellence of Our Alumni

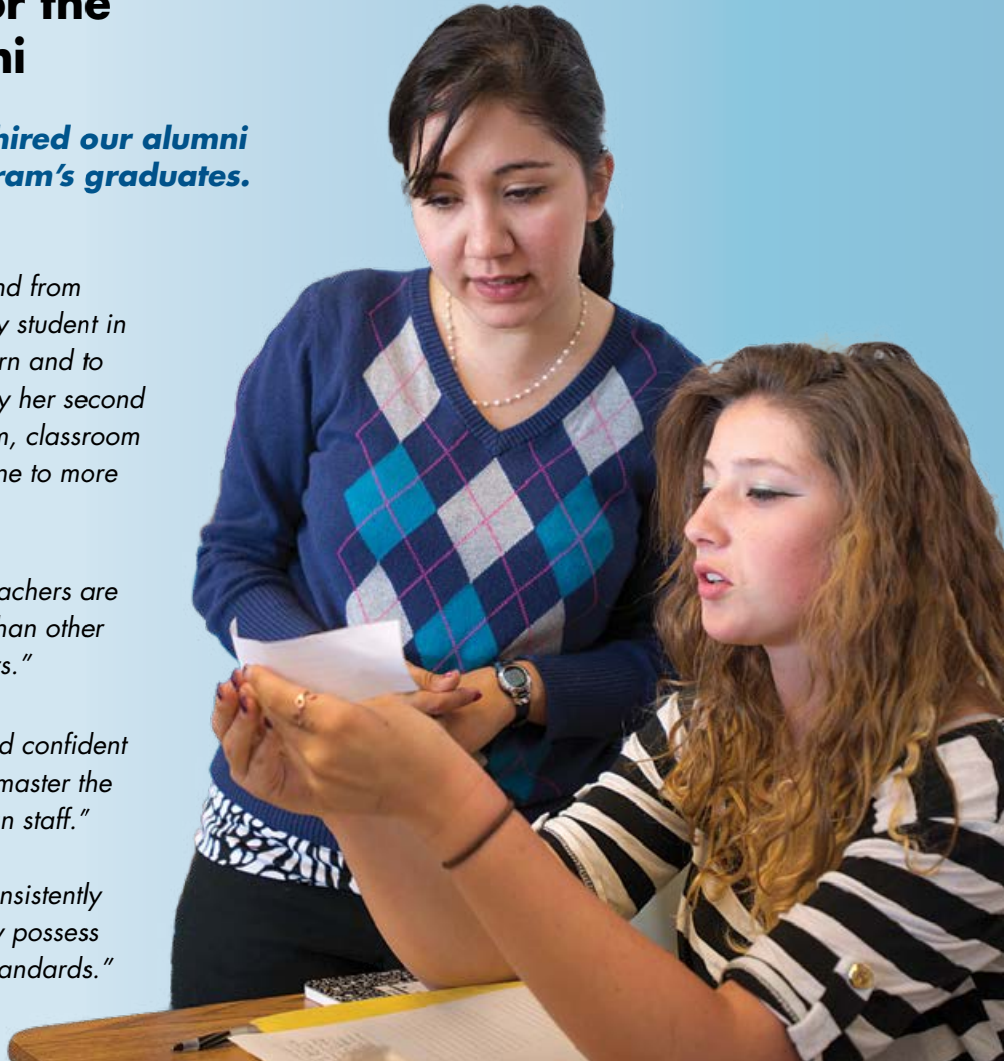
Several administrators who have hired our alumni shared their thoughts on our program's graduates. Here is what some of them said:

"My absolutely wonderful teacher walked in and from Day 1 provided a first class education to every student in her classroom. She continues to grow and learn and to share with her colleagues. Although this is only her second year, she is looked to as a leader in curriculum, classroom management and equity. I wish I had a pipeline to more such well-prepared teachers."

"My experience is that the UC Davis trained teachers are better candidates for jobs and better trained than other programs. I have hired 12 in the last five years."

"All of the Davis graduates have been solid and confident in their knowledge and abilities to teach and master the curriculum. They have offered a lot to a veteran staff."

"UC Davis School of Education students are consistently more qualified than other applicants, and they possess strong content knowledge of Common Core standards."



The School has **A NEW WEBSITE**

The UC Davis School of Education launched a major redesign of its main website in October. Our goal has been to create a website with an elegant and simple interface that can serve all of our audiences.

With the revamp, we have not only significantly updated and improved the look and feel of the site, but also we have found new ways to tell the story of the School through navigable carousels and featured "pods" on the home page, special buttons, and a filtered calendar. We have also added a special new section called Areas of Expertise that allows the user to search for information and people based on topical areas of interest. This provides another important and dynamic way for users to quickly find what they are looking for, as well as helping us get closer to accomplishing one major goal: to showcase the School's "community of scholarship."

Visit the site at <http://education.ucdavis.edu> and let us know what you think at edschool@ucdavis.edu.

Top Educational Assessment Professional Delivers Talk on the “NATION’S REPORT CARD” AND TECH-BASED TESTING

On October 28, 2014, Peggy G. Carr, Acting Commissioner of the National Center for Educational Statistics, Institute of Education Sciences, and U.S. Department of Education, was the featured speaker in the Distinguished Educational Thinkers Speaker Series.

Carr began her talk by providing an overview of the National Assessment of Educational Progress (NAEP), also known as the Nation’s Report Card. “It is the treasure of the nation when it comes to large scale assessments. It is the only continuing indicator of what students in this country know and can do, and it has been that since 1969,” said Carr.

But according to Carr, little is known about NAEP, even among educators and other key stakeholders. There are two NAEP assessments; both look at trends over time but the first is a long-term look at student performance that started in 1969 and measures students at the ages of 9, 13 and 17. The other is the “main” NAEP assessment program that started as a state assessment program in 1990, according to Carr.

All schools that receive Title I federal funding are required to participate in NAEP, “but for the most part everyone participates,” said Carr. NAEP tests student knowledge in a variety of areas, including U.S. history, science, math, civics, reading, geography, writing, economics, art, and technology

and engineering literacy. Reading and math are the only mandated assessments, but many states participate in the assessment of the other subjects, as well.

Because NAEP is part of the larger constellation of international assessments, NAEP administrators can assess how student achievement at the state level measure up against other students nationally and internationally.

“NAEP is very challenging,” said Carr, because the frameworks are “very broad and very comprehensive.” These assessments are intended to be a measure of what students should know, but they are “a little ahead” of most of the students. In addition, Carr pointed out that the assessments are “curriculum free, or a union of all the different curricula in this country.”

The remainder of Carr’s talk focused on technology-based assessments (TBAs) and the important transition that NAEP is making to provide this national assessment via computer. According to Carr, because technology is at the center of student learning and can provide insights into the way that students think and solve problems, TBAs are the wave of the future for state and international assessments.

NAEP not only has to “assess students in the way they are learning” but also be a “leader” in the field of educational assessment, according to Carr.

Ultimately, as research by School of Education professor Jamal Abedi has shown, technology-based assessments help to level the playing field, especially for English learners, by providing embedded tools that can help mitigate language complexity and better measure content knowledge.

Carr’s lecture is available at <http://education.ucdavis.edu/video/peggy-carr>.

The Distinguished Educational Thinkers Speaker Series is presented by the UC Davis School of Education, the Graduate Group in Education, and the School of Education Annual Fund.



Dean Harold Levine, left
and Peggy G. Carr



Shakespeare Works when Shakespeare Plays

Workshops Aligned
with Common Core
Feature International
Practitioners

Nearly 100 teachers gathered on Labor Day weekend to attend lively workshops designed to provide teachers with strategic, practical approaches to understanding Shakespeare's work and the connections and applications that his work inspires. Each year, the conference brings together actors, directors, and teaching artists from the world's leading Shakespeare festivals to share their insights for teaching Shakespeare in the classroom.

Presented by the UC Davis School of Education; Globe Education, London; and the Robert and Margrit Mondavi Center for the Performing Arts, the third annual Shakespeare Works when Shakespeare Plays conference provided three days of hands-on workshops aligned with the Common Core Standards.

"Shakespeare is the only author included specifically in the English language arts standards for the Common Core," said Harold Levine, dean of the School of Education, "so this conference provides a significant opportunity for educators to rethink how we approach Shakespearean instruction."

Save the Date!

Shakespeare Works when
Shakespeare Plays 2015

September 4, 5 & 6, 2015
Mondavi Center, UC Davis

Peggy O'Brien, director of education at the Folger Shakespeare Library in Washington, DC, kicked off the conference with a keynote address on the history of teaching Shakespeare in the United States and an overview of the mission and future of Folger Education.

"Shakespeare has had a huge impact on American life," said O'Brien. "He is of us and in our pores. Shakespeare belongs to us and belongs to every kid and has something to say to all of us."

She recounted the evolution of Shakespeare in American schools, beginning in 1875 and tracing the twists and turns of instruction on the Bard through to the present time. In the 1930s, she explained, only about four plays were taught in schools, and "that lasted a long time, but we have resumed a dialogue about the teaching of Shakespeare that we are helping to create right now," said O'Brien, who founded Folger's education programs and edited the groundbreaking teacher series, *Shakespeare Set Free*.

Learn more about presenters and workshops at <http://shakespeareplays.ucdavis.edu>.

School Hosts Korean Educators for Two Week-Long Professional Development Institutes in STEM and Gifted Education

By Anjali Kadakia

This summer, the UC Davis School of Education hosted two week-long programs for Korean educators interested in exploring American teaching methods.

The Korean STEM Teacher Institute brought 75 teachers to UC Davis where they exchanged ideas and learned from School of Education faculty. The focus of the curriculum was hands-on experience that guided the educators to work outside of a textbook.

The education system in Korea is different from the American K-12 system, according to Andee Press-Dawson, program coordinator. "The American style of learning revolves around interactive education, while the methods used in Korea are more lecture and textbook based."

The Korean teachers explored methods for teaching STEM (science, technology, engineering and mathematics) students & GATE (gifted and talented) students. These programs are held to a high standard of teaching in Korea and require well-trained professionals who possess new and engaging methods in the classroom, according to Press-Dawson.

Using group exercises, interactive projects, and computer-based lessons, instructors from the School of Education provided lessons that not only encouraged hands-on learning, but also leveraged technology for learning. This is the second Korean STEM Teacher Institute hosted by the School.

Education Faculty Scholarship Award **FULLY ENDOWED**

Thanks to support from emeriti faculty, current faculty, alumni, and other generous individuals, the UC Davis School of Education is pleased to announce that the Education Faculty Scholarship Award has reached its \$25,000 endowment goal, the threshold required to create an endowed fund to provide scholarship support into perpetuity.

Established to honor our School's faculty, the Education Faculty Scholarship will provide critical support for a

Teaching Credential/MA student who demonstrates great financial need starting in fall 2015.

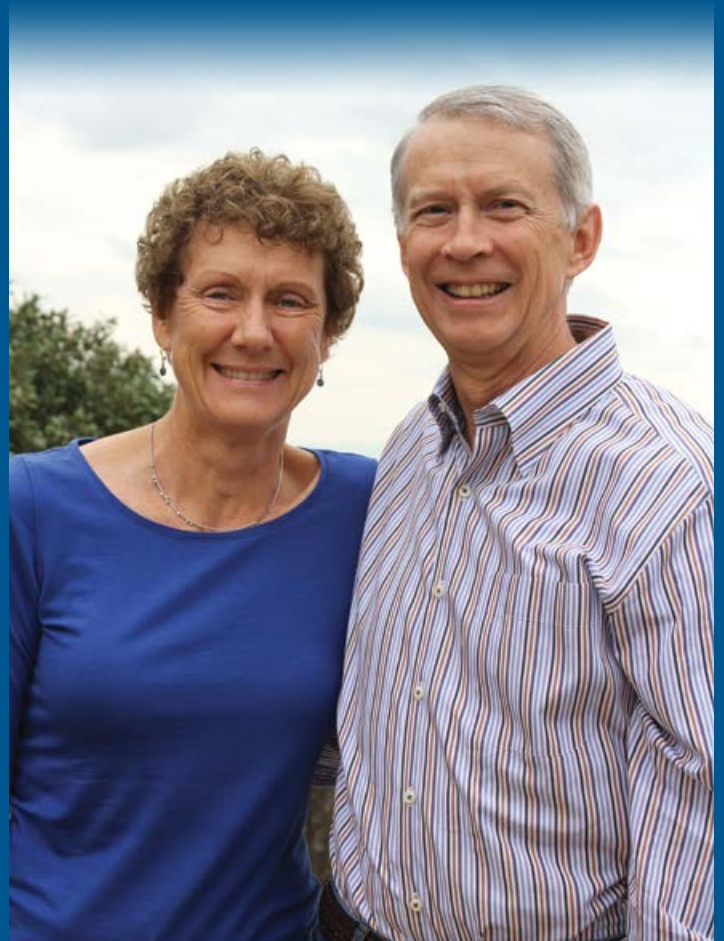
To make a gift to support the Education Faculty Scholarship Award and honor an emeriti or current faculty member, please visit <http://giving.ucdavis.edu/schooled/educationfaculty>. News of gifts made in honor of individual faculty members is shared with honorees.

STEM TEACHING SCHOLARSHIPS Matching Fund Meets First Milestone

Last fall, to help train the next generation of STEM teachers, **Nancy** ('74, Cred '75) and **Tom Patten** ('74, MS '76) pledged \$100,000 to establish a matching fund for the UC Davis School of Education: the Next Generation STEM Teaching Award. The School is pleased to announce that gifts to the fund have reached \$25,000 (our first milestone goal to formally endow this fund), which are being matched dollar for dollar by the Pattens.

The Next Generation STEM Teaching Award will support scholarships for School of Education teaching credential students who have the interest, passion, and aptitude to teach STEM-related subjects in K-12 public schools. Learn more about how you can get involved in supporting this matching fund at http://education.ucdavis.edu/STEM_teaching_scholarship.

Nancy and Tom Patten ►



GIFT MADE IN MEMORY OF SON

Seeds Reading Clinic for Autistic Children

Sarah Cornett-Hagen remembers the time every year one of her late son Brett's teachers would tell her all of the things he was not accomplishing. And she remembers how gifted and determined he was in spite of every barrier in his path.

Though Brett Cornett was never diagnosed, Cornett-Hagen believes her son had Asperger's, a condition located on the autism spectrum of disorders. To honor Brett's memory and to ensure children like her son are served well in schools, Cornett-Hagen has made a \$30,000 gift to establish the Brett Cornett Fund at the UC Davis School of Education. The fund will provide seed funding to establish a reading clinic for children (grades 2-12) with high functioning autism.



Emily Solari

"Brett created his own world and was happy in it," said Cornett-Hagen. "As a parent, I found it bewildering and exhausting, trying to work with teachers on Brett's behalf. I hope this gift can better prepare teachers to help students like Brett succeed and can inspire other parents to realize their children can do anything."

Assistant Professor **Emily Solari**, along with Professor **Peter Mundy**, will apply Cornett-Hagen's gift to develop a reading clinic that will focus on reading comprehension and teacher intervention for higher functioning children with Autism Spectrum Disorder (ASD).

"We are so grateful to Ms. Cornett-Hagen for this generous gift," said Dean Harold Levine. "This kind of private gift seeds research that can garner greater, more sustained support from foundations and other funders." According to Levine, this gift will enable UC Davis to become a national leader in the intervention and application of teaching techniques specially targeted at children with ASD.



Sarah Cornett-Hagen and son, Brett

Solari's work through the reading clinic will extend a longitudinal study Mundy launched in 2008 with funding from the U.S. Department of Education's Institute of Education Sciences (IES) to identify the factors that impede or facilitate learning in elementary and secondary students with ASD. PhD candidate Nancy McIntyre, whose own research indicates many children with autism are affected by significant differences in the development of reading comprehension, will also play a role in this effort.

"To honor Brett in this way makes me so happy," said Cornett-Hagen. "He always understood himself a lot better than I did. In fact, he taught me so much about life—everything really. I truly believe this is the most meaningful way for me to take his life forward."



Peter Mundy, professor in the School of Education and director of educational research at the UC Davis MIND Institute

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University of California
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Davis, California 95616-8609

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UPCOMING EVENTS

Distinguished Educational Thinkers Speaker Series

Gloria Ladson-Billings, assistant vice chancellor of Academic Affairs and professor of education, University of Wisconsin-Madison
Thursday, January 22, 2015 • 5:30 – 7:00 p.m.
Memorial Union – MUII, UC Davis



ALUMNI!

Let us know what you are up to, ask us questions and give us feedback at ed-alumni@ucdavis.edu

Words Take Wing: Honoring Diversity in Children's Literature

▲ Gloria Ladson-Billings

Featuring Celebrated Children's Author Joseph Bruchac
February 9, 2015 • 7:00 – 8:30 p.m.
Tsakopoulos Library Galleria, Sacramento Main Library. Admission is free.
Register at http://education.ucdavis.edu/wtw15_register. Learn more about the event and the author at <http://education.ucdavis.edu/words-take-wing>.



*Words
take Wing*



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To receive timely news, events and other updates from the UC Davis School of Education, visit

<http://education.ucdavis.edu/news-events>

or sign up for our monthly e-newsletter at the link on our home page.

